

DOCUMENT RESUME

ED 214 585

JC 820 125

AUTHOR Keyser, John S.; And Others
TITLE A Report on the Oregon Consortium for Student Success.
INSTITUTION Mount Hood Community Coll., Gresham, Oreg.
PUB DATE 4 Aug 81
NOTE 111p.; Best copy available.
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Academic Achievement; Academic Persistence; Community Colleges; Consortia; *High Risk Students; *School Holding Power; *Statewide Planning; *Student Personnel Services; Student Teacher Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS *Oregon; *Oregon Consortium for Student Success

ABSTRACT

This report provides an overview of the activities and outcomes of the Oregon Consortium for Student Success during 1980-81. As introductory material notes, the 13 community colleges involved in the consortium were charged with organizing a task force to improve advising and retention strategies for high risk students. The report emphasizes several factors that were key to the consortium's success; i.e., the project's overall goal was broadened to allow each college to define its own solutions to indigenously defined problems; a team approach broke down the barriers separating student services from the instructional process; and internal experts designed solutions for the problems unique to each college. Among the major outcomes cited are: (1) an increased awareness of the importance of campus-based attrition research; (2) the review and improvement of existing student advising programs; (3) the development of mechanisms to promote caring attitudes toward students; (4) heightened awareness of the importance of career guidance; (5) shared responsibility for student success; and (6) a synthesized emphasis on advising, retention, and instruction. The bulk of the document is composed of reports from each community college task force, which in a variety of formats, outline group activities and outcomes. Also included is Wolpert and Mikesell's study, "The Nature, Frequency, and Seriousness of Perceived Gross Injustices." (AYC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED214585

A REPORT ON THE OREGON CONSORTIUM FOR STUDENT SUCCESS

By:

JOHN S. KEYSER

DEAN OF RESEARCH & STUDENT RELATIONS

MOUNT HOOD COMMUNITY COLLEGE, GRESHAM, OREGON

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

John S. Keyser

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

JC 820 145

A REPORT ON THE OREGON CONSORTIUM FOR STUDENT SUCCESS

By John S. Keyser

"We worry about the future as we have never worried before. And we have reason. We are in trouble as a species. If we are to recover our confidence, it will have to be the confidence of maturity. And it will have to be built, as all mature confidence is built, on a willingness to face problems forthrightly and on some reasonable success in coping with them. That is hard, but adulthood is hard. The advantages of pluralism are diminished if the various elements of the society are out of touch with one another. A society that is capable of continuous renewal will have effective internal communication among its diverse elements. We do not have that today. We are drowning in a torrent of talk, but most of it serves only to raise the noise level."

-John W. Gardner

How can community colleges meet the challenge of this statement? More specifically, how can they develop a framework for effective internal communication both within each college and between other colleges? How can this framework for communication be developed to focus on the most important issues that we as educational leaders face?

A consortium effort involving the 13 Oregon community colleges has attempted to formulate answers to these questions.

The historical context is this: up until 1979, the Oregon deans of students sponsored an annual conference. Topics and participants were drawn from student services areas and there was limited continuity from year to year. The deans determined that stronger leadership could be expressed through an effort that would focus on topics that were of fundamental concern to all community college professionals. They also came to believe that a more carefully articulated effort would lead to greater potential for implementing plans of action.

This hope for developing a strategy for positive action was realized in 1979 when the Oregon deans of students were funded as a consortium with a \$36,000 grant from the state department of education. The goal of the consortium was to strengthen vocational and educational guidance, counseling and program services for "high risk" students within Oregon's community colleges.

During the first year of the consortium, resources were used to expose the teams of managers and faculty members from each community college to information on assessment, advising, and retention. The use of external experts, including John Roueche and several other representatives of the University of Texas Community College leadership program, helped representatives from each college develop a state of the art awareness of significant research and promising practices.

The second year of the consortium (1980-81), used the first year's consortium activities and an additional \$30,000 as a springboard from which action plans could be developed at each college. In effect, to move from the level of talk to the level of action. This was done by giving each community college the charge of developing a task force to use information gained from external experts to develop improved advising and retention strategies for high-risk students. All of the community colleges would come together toward the end of the year to exchange

information within a conference format that reflected the intended purposes of the grant.

Each community college has reported positive outcomes from the task forces which were developed to deal with the problems and priorities on each campus. Additionally, evaluations on the information sharing and professional exchange which occurred at the spring conference were uniformly positive. Several characteristics of the consortium effort were keys to its success.

First, although retention and advising provided the initial emphasis of the consortium, it soon became clear that a broader theme which allowed for the involvement of all segments of the organizational environment was needed. The theme of student success allowed each college to define its own solutions to indigenously defined problems. The goal became one of "providing for the sharing of ideas and stimulating the implementation of plans that work to promote student success in Oregon's 13 community colleges."

Second, the student success theme assumed that all segments of the organizational family could and should contribute to task force efforts. This democratic ideal was represented in most of the task force teams as key managers, faculty, staff, and students were included. Several of the sessions at the spring conference featured sharing perspectives on student success from presidents, faculty, staff, and students. This team approach, proved to be an extremely effective vehicle for communication between the student services and instructional areas. The over-riding concerns of "getting students started right" and "keeping them going right" broke down the barriers that all too often separate, divide and isolate student services from the instructional process.

Third, emphasis was placed on developing internal experts who could design solutions to problems unique to each college. The consortium, during its seminal year, engaged in much necessary listening to external consultants and surveying of current trends and developments. It then moved into a more mature and productive phase of developing, recognizing, and relying upon internal consultants. Internal expertise was developed by asking key people on each campus to become members of the task force effort. Many of these people were given the mantle of respectability and responsibility by assignments to specific task force sub-committee projects. Nearly fifty of these internal experts were represented on the spring conference program. These experts were featured in three special tracks. One track aimed at sharing information on noteworthy special projects that improve student success. Another track reported on special efforts to refine existing student support systems. The third track was geared to sharing information on classroom strategies and techniques. One institutional researcher and one director of counseling were given small stipends to summarize research on advising and retention that was shared with other colleges.

Because the consortium was initiated by the deans of students, there was a clear message conveyed to all members of the organizational family that the deans were vitally concerned with assuming leadership to create an environment to promote student success. Such leadership involvement was welcomed and later shared with the dean of instruction group. The us-them orientation of both groups of deans was replaced by a we feeling as the deans of instruction played an important role in many of the task force efforts and contributed to the planning and implementation of the spring conference.

Specific and significant results were reported on all of the campuses. A number of measurable objectives were developed and implemented to improve advising, increase retention rates, and otherwise create an environment to promote student success. Here's a summary of the project's outcomes:

1. Most colleges developed an awareness for the importance of campus-based research on student attrition. Many instituted research efforts to more accurately define attrition problems and concerns. The consortium-based research project encouraged this, concluding that institutions must separate positive from negative attrition. An interesting discussion of categorizing those who become attrition statistics (even though they fulfill their goals) is available in Walleri's paper.
2. Most colleges critically reviewed their student advising systems and took action to refine their process of advising. Generally, the direction taken was to develop improved articulation between faculty and counseling staffs. Better methods of delivering advising information to faculty were devised. Improved assessment tools were developed and mandatory placement testing was given serious consideration by several colleges. Changes were made to balance the advising of declared majors by faculty and undeclared majors by counselors. The selection of the right courses for each student was emphasized repeatedly as a key variable. Tagging high-risk students early and placing them in the right developmental education program was also seen as critically important.
3. Most colleges, through their respective task forces, developed mechanisms to promote caring attitudes toward students. One community college instituted a monthly newsletter to all staff which, among other things, emphasized the caring theme. Another community college established a system for calling all students who missed class, encouraging them to return and asking if they needed any kind of special assistance. A third college conducted a marketing seminar for classified staff which promoted the "we care" attitude.
4. Most colleges developed a new awareness for the importance of a good career guidance-career awareness program. The ACT's Career Planning and Placement Program was examined by all colleges in a fall workshop. Several colleges cooperated with area high schools in administering this instrument to high school sophomores and juniors. Other colleges utilized the College Board's Copes program in structuring similar high school-college cooperation. Career centers in most colleges were evaluated and strengthened through a variety of means.
5. Most colleges reported a new awareness for the shared responsibility of all segments of the college family for student success. Most concluded that faculty, staff, management, and students have critical roles in developing and maintaining advising, retention, and instructional programs. Communication systems that link the various segments of the organizational family were critically reviewed for improvement. The student success theme seemed to spark a common awareness for a shared mission. As one college dean commented:

"The greatest success has been in getting concerned staff together to share and work with their collective interests and ideas. Suddenly, it seems, more

of us realize the amount of talent and genuine concern which has been unrecognized among faculty and staff alike. We see signs of hope for continued effort and communication. As task force members have come to learn that the issues they have thought about are on the minds of others all over the state, we see evidence of a willingness to work for improvement instead of complaining about, or silently tolerating, problems and weaknesses in our practices."²

6. Considerable excitement was generated by the message of the keynote speaker at the spring conference. Professor Edward Wolpert summarized a study which he had conducted on "Student Perception of Gross Injustices in the Classroom." This part of the program achieved its purpose of developing a synthesized emphasis on advising, retention, and instruction. It also underscored the primary importance of the quality of instruction to student success. In summary, Professor Wolpert discussed his research which elaborated on "significant negative behaviors sometimes engaged in by college instructors which are extremely bothersome to students and often an embarrassment to the profession." Examples of these negative behaviors: giving test items on content not covered in class, speaking at length about personal matters having nothing to do with the course, teaching by reading verbatim from a book.

The skeptical reviewer of Professor Wolpert's message and the entire consortium effort might comment, "So, what's new?" Agreed, none of the strategies or accomplishments of the consortium could be considered revolutionary. They all have been suggested in the literature and tried in other places. The significance of the consortium effort rests on what community colleges have always been known for: swimming purposefully in the "torrent of talk" and muffling the "raised noise level" to define action programs that work. In a sense, the consortium represents a back to the basics movement of a different kind. It constitutes a rigorous self-audit of instructional effectiveness in mobilizing for student success that is measured against the standards of effective communication, management, and instruction. The consortium determined that the process of how we deal with our clientele is just as important as the content of the curriculum. Generally, it concluded that we should begin talking about the three "C's" of caring, communication, and cooperation. The preliminary outcomes of the consortium in promoting student success within each community college and among all the Oregon community colleges is a step toward Gardner's "confidence of maturity" and, more broadly, toward the continuous self-renewal upon which our future depends.

bi
8/4/81

FOOTNOTES

1. Walleri, Dan R. "Student Retention and Attrition in the Community College: A Review and Research Design," Unpublished manuscript, 1981, available through Mt. Hood Community College, Gresham, Oregon.
2. Batchelder, Alan. "Summary of Consortium - Related Activities at Clatsop Community College," unpublished manuscript, 1981, available through Mt. Hood Community College, Gresham, Oregon.
3. Wolpert, Edward M. and Mikesall, Donald W. "The Nature, Frequency and Seriousness of Perceived Gross Injustices: An Exploratory Study," Unpublished manuscript, 1978, available through Professor Wolpert, School of Education, Ball State University.

REPORTS FROM
EACH COMMUNITY COLLEGE
AND
OTHER SUMMARY MATERIAL

THE NATURE, FREQUENCY AND SERIOUSNESS OF PERCEIVED
GROSS INJUSTICES: An Exploratory Study

This study is reprinted by Mt. Hood
Community College with the permission
of Dr. Edward M. Wolpert and Dr. David
W. Mikesell, of Ball State University.

A presentation to the Oregon State Community
College Consortium on Student Success.

May 1, 1981

Bend Oregon

THE NATURE, FREQUENCY AND SERIOUSNESS OF PERCEIVED GROSS INJUSTICES:
An exploratory Study

Increasingly, students are asked to rate their college instructors since the students are in an excellent position to report directly on what occurs in a classroom. The format for such reporting is typically a short answer, machine scored evaluation instrument dealing with issues such as instructor methodology and enthusiasm, course content and other general satisfaction data; a plethora of such evaluation instruments exists. These instruments are valuable sources of student input for both formative and summative purposes as far as they go. But do they go far enough? Perhaps not.

Past research (Cohen and Berger, 1971; McKeachie, 1970; Mann, 1969; and Solomon, Bezdek and Rosenberg, 1963) has indeed shown that students learn more from instructors who exhibit certain traits such as the ability to give clear explanations, organize a class, stimulate intellectual curiosity, give interesting presentations and other expected similar behaviors. Many existing evaluation instruments have been developed using these traits as a basis for their content. Yet, there are significant negative behaviors sometimes engaged in by college instructors which are extremely bothersome to students and often an embarrassment to the profession. These behaviors do not easily fit into the typical categories of content found in existing evaluation instruments. Rather, they seem to override these categories. They are a "fifth column" of concerns which permeate the instructional scene by influencing the attitudes of students toward instructors and instruction. These are behaviors which students consider unjust or unfair, such as an instructor's requiring a student to purchase a book--perhaps an expensive one--and then never using it as part of the course. Such behaviors are referred to in this study as "gross injustices."* A gross injustice is defined as an act perpetrated upon students by a college instructor which is unfair, unjust, inconsiderate or inequitable and which takes advantage of the instructor-student relationship.

What causes this phenomenon, the existence of gross injustices? One needs to examine the unusual nature of the student/instructor relationship in a college setting. It is often a pleasant relationship where students' academic needs, both cognitive and affective, are met completely and a high degree of satisfaction is felt on the part of the student. For instructors who are a party to such a relationship, course evaluations are usually not needed; the existence of any instructor-perpetrated injustices, gross or otherwise, is minimal. It must be noted, however, that the very nature of the relationship between college student and instructor is characterized by a great deal of absolute control over the student by the instructor. This allows for the possibility of exploitation of the authority relationship by those few instructors who are unthinking, uncaring, incompetent, disinterested or perhaps, kindly, just ignorant of what constitutes fair play. Power corrupts...It is under these conditions that gross injustices develop, indeed flourish.

*The term "gross injustice" is attributed to Michael Scriven who conceived of the ascertainment of such acts as an index of poor faculty performance for potential use in faculty evaluations at the University of California, Berkeley.

What do some instructors do that justifiably offends students? What excesses take place? Specifically, what are these acts that students perceive as unfair, inconsiderate, or inequitable? And how do students feel about them? Answers to these questions may help us to understand more clearly the behavior of instructors from their student's point of view. The potential usefulness of this knowledge is great. It was in the spirit of honest, open inquiry that this study was conceived and executed.

Method

The investigators arranged a series of seven meetings to be held with diverse groups of undergraduate students at a medium-sized midwestern university. The meetings took place at noon time at the student residence dining areas. Usually five to seven students were in attendance. About forty students participated in these luncheon sessions; these students represented a cross-section of students with regard to age, class, sex, major, etc. A special meeting with a group of off-campus students was held also. Students were told the purpose of the study and were asked to cite instances from their personal experiences of unfair, unjust, or shabby treatment received from their collegiate instructors. After an initial reluctance to discuss these issues, and after having been reassured of their anonymity and the potential usefulness of their remarks, the students related a variety of experiences. They were encouraged to be very specific as to the acts which were perpetrated. These meetings yielded hundreds of experiences which were ultimately reduced to 23 reasonably discrete behaviorally stated gross injustices.

An interview schedule was developed in order to systematically survey a sample of the undergraduate student population. First, descriptive data (sex, class, GPA, major field of study) was elicited. Then each respondent was asked if he/she had experienced each injustice. If the respondent answered "yes" he/she was probed as to (1) how often it happened, (2) how serious it was considered and, (3) what effect it had on the student.

The survey was conducted through a student affairs research office. Ten student interviewers previously employed by the office, who were experienced in telephone surveys, were trained to conduct the interviews. A sample of 358 students was randomly selected from the undergraduate student population. Two hundred twenty-nine (64% of the sample) students were actually contacted and interviewed by telephone.

Student responses were coded, and frequency distributions and cross-tabulations were developed using the program from the Statistical Package for the Social Sciences (SPSS). These data were further analyzed as indicated in the findings below.

Findings

All twenty-three injustices had been experienced by some students in the sample. The range of percentage of students who experienced these injustices was 56 percent to 7 percent with a median percentage of 27.1. The seven injustices with the lowest percentages of occurrence (20% or fewer students) were dropped from the analysis. This yielded a revised list of sixteen injustices with percentages of students who experienced them ranging from 56 percent to 24 percent (median percentage: 29.5). These sixteen injustices were used for all subsequent analyses. Table 1 lists the sixteen injustices in order of the number of students experiencing each. The assigned category is also indicated as explained below.

	<u>Injustices</u>	<u>Category</u>	<u>Students</u>	
			<u>N</u>	<u>%</u>
1.	Gave test items on content not covered in class.	II	128	56
2.	Spoke at length about personal matters having nothing to do with the course.	IA	116	51
3.	Taught by reading <u>verbatim</u> from a book.	IA	114	50
4.	Mismanaged the class time during the quarter so that near the end the course content came at a hectic pace.	IA	112	49
5.	Required you to buy a book, perhaps an expensive one, and then never used it in the course.	II	105	46
6.	Demanded much more work than was warranted by the credit offered by the course.	II	101	44
7.	Taught a course whose content had very little to do with the title or catalogue description.	IA	71	31
8.	Changed the course objectives or grading criteria during the quarter.	II	70	31
9.	Spoke negatively about a student in front of other students.	IB	65	28
10.	Encouraged you to speak out in class, but when you did, he ridiculed you or otherwise embarrassed you.	IB	63	27
11.	Was unable to admit that he had made an error although it was apparent that he had done so.	IA	63	27
12.	Required you to attend every class session but missed class sessions himself without any excuses.	II	62	27
13.	Was unable to demonstrate something he expected you to be able to do.	IA	59	26
14.	Told the class that the course was so hard that he expected many of the students would be unable to pass it and they should drop the course.	IB	59	26
15.	Lowered your grade as a result of your exceeding the number of absences permitted.	II	54	24
16.	Evaluated your achievement in a class but would not tell you the basis for his evaluation.	II	54	24

Primary Categorization

A primary analysis divided the sixteen injustices into categories as follows:

I. Behaviors reflecting instructional incompetence

- A. Instructional incompetence reflected in inability to deliver course content (items 2, 3, 4, 7, 11, 13).

Students apparently expect instructors to instruct. The behaviors in this category indicate an abrogation of an unwritten, unspoken contract which exists between instructor and student, viz, the instructor deliver the course and the student receives it. Two items (2, 4) deal with a poor use of time: one item (2) shows use of time for presenting information not germane to the course, the other item (4) indicates time mismanagement. Three other items (3, 11, 13) deal with instructional procedures: one item (3) shows the presence of a poor instructional procedure, the other items (11, 13) show the absence of a good one. A fifth item in this subcategory (7) shows a violation of an implicit "truth in packaging" expectation. From the students' point of view, the label and picture on the box sometimes does not indicate accurately the type of cereal on the inside.

- B. Instructional incompetence reflected in an insensitivity toward students' feelings (items 9, 10, 14).

Students apparently expect to be treated with dignity and courtesy. They expect a measure of good form to accompany the delivery of course content. One item (9) shows instructors lacking discretion in talking about their students. Another item (10) shows instructors encouraging students to participate in class and then having sport with them--clearly a case of dirty pool. A third item (14) shows instructors demeaning the intellectual capabilities of their students.

II. Behaviors reflecting unfairness to students (items 1, 5, 6, 8, 12, 15, 16)

Students are highly critical of what they consider to be arbitrary or capricious treatment at the hands of instructors. They resent cavalier treatment of their concerns; they see this as an abuse of power. Three items (1, 15, 16) deal with perceived inequities in grading matters. Items 1 and 15 show a lack of agreement as to the ground rules for grading procedures. Item 16 shows an unwillingness on the part of instructors to allow a student access to the criteria which would enable the student to challenge the instructor's decision. It is of interest that these three items were rated among the most serious by the students. The four remaining items show a lack of understanding and appreciation of students' problems in the areas of finances (5), time demands (6), course expectation (8), and personal time needs.

Secondary Categorizations

Several items extracted from both major categories reflect certain personal qualities found in instructors. Items 2 and 12, if engaged in by the same instructor, reveal a measure of egocentricity which at once demands a captive audience (12) and then subjects the audience to personal dialogue which is not germane to the course (2). Items 9 and 10 show instructors making points at their students' expense by indiscretion in their comments (9) and setting up students in order to take cheap shots at them (10). Items 11 and 13 show an instructional ineptitude which by itself is not necessarily so bad but when not faced openly demonstrates an unfortunate insecurity and lack of leadership qualities.

Several items show a poor or inadequate concept of classroom management. Items 4, 5 and 8 show a lack of long-range operational planning resulting in inconvenience and bad feelings among students. Items 6, 7 and 14 also show mismanagement but rather than being at the operational level these items reflect an absence of department or collegiate policy. Perhaps blame (if appropriate for these behaviors ought not to be leveled at the instructors as much as at the policy-making mechanism under which they operate.

Frequency

The students who had indicated that they had experienced a given injustice were queried further as to the frequency with which the injustice was encountered. The responses were coded on a four point scale ranging from "Very Frequently" through "Very Infrequently." Responses of "at least once per quarter" were coded Very Frequently, responses of "more than once per year but less than one per quarter" were coded Frequently. Table 2 shows a revised listing of the sixteen injustices in order of the number of students responding as having experienced each Very Frequently or Frequently.

	<u>Injustices</u>	<u>Category</u>	<u>Students</u>	
			<u>N</u>	<u>%</u>
1.	Demanded much more work than was warranted by the credit offered by the course.	II	112	49
2.	Mismanaged the class time during the quarter so that near the end the course content came at a hectic pace.	IA	109	48
3.	Taught by reading <u>verbatim</u> from a book.	IA	109	48
4.	Gave test items on content not covered in class.	II	103	45
5.	Spoke at length about personal matters having nothing to do with the course.	IA	80	35
6.	Required you to buy a book, perhaps an expensive one, and then never used it in the course.	II	76	33
7.	Evaluated your achievement in a class but would not tell you the basis for his evaluation.	II	69	30

	<u>Injustices</u>	<u>Category</u>	<u>Students</u>	
			<u>N</u>	<u>%</u>
8.	Encouraged you to speak out in class, but when you did, he ridiculed you or otherwise embarrassed you.	IB	65	28
9.	Required you to attend every class session but missed class sessions himself without any excuses.	II	56	24
10.	Taught a course whose content had very little to do with the title or catalogue description.	IA	54	24
11.	Lowered your grade as a result of your exceeding the number of absences permitted.	II	53	23
12.	Was unable to demonstrate something he expected you to be able to do.	IA	44	19
13.	Spoke negatively about a student in front of other students.	IB	42	18
14.	Told the class that the course was so hard that he expected many of the students would be unable to pass it and they should drop the course.	IB	35	15
15.	Was unable to admit that he had made an error although it was apparent that he had done so.	IA	31	14
16.	Changed the course objectives or grading criteria during the quarter.	II	29	13

Inspection of these data show a range of percentages from 49 percent to 13 percent with a median percentage of 29. Items from each of the primary categorizations are more or less evenly distributed over the list although there is a slight tendency of class mismanagement items to appear high on the list.

Seriousness

The students who had indicated that they had experienced a given injustice were also queried as to how serious they perceived the injustice to be. They responded on a three point scale: Very Serious, Moderately Serious, and Not Serious. Table 3 shows a revised listing of the sixteen injustices in the order of the number of students rating each as Very Serious or Moderately Serious.

	<u>Injustices</u>	<u>Category</u>	<u>Students</u>	
			<u>N</u>	<u>%</u>
1.	Demanded much more work than was warranted by the credit offered by the course.	II	212	93
2.	Lowered your grade as a result of your exceeding the number of absences permitted.	II	204	89
3.	Mismanaged the class time during the quarter so that near the end the course content came at a hectic pace.	IA	197	86
4.	Encouraged you to speak out in class, but when you did, he ridiculed you or otherwise embarrassed you.	IB	185	81
5.	Gave test items on content not covered in class.	II	183	80
6.	Evaluated your achievement in a class but would not tell you the basis for his evaluation.	II	183	80
7.	Told the class that the course was so hard that he expected many of the students would be unable to pass it and they should drop the course.	IB	182	79
8.	Was unable to demonstrate something he expected you to be able to do.	IA	171	75
9.	Required you to buy a book, perhaps an expensive one, and then never used it in the course.	II	167	73
10.	Spoke negatively about a student in front of other students.	IB	166	72
11.	Taught by reading <u>verbatim</u> from a book.	IA	163	71
12.	Taught a course whose content had very little to do with the title or catalogue description.	IA	150	66
13.	Was unable to admit that he had made an error although it was apparent that he had done so.	IA	149	65
14.	Required you to attend every class session but missed class sessions himself without any excuses.	II	148	65
15.	Spoke at length about personal matters having nothing to do with the course.	IA	146	64
16.	Changed the course objectives or grading criteria during the quarter.	II	136	59

Inspection of these data show a range of percentages from 93 percent to 59 percent with a median percentage of 74. Here again as was the case with the frequency variable above, the items from each of the primary categorizations seem to be distributed evenly over the list.

Cross-tabulations

Further analysis of the data was conducted by cross-tabulating three student attributes with the sixteen injustices. A few findings are worthy of note.

(1) Sex. Women tended to rate injustices as being more serious than did men, especially those items dealing with surprise test items (1), non-course dialogue in the class (2), class time mismanagement (4), and never used books (5).

(2) Academic class. The higher the class, the more injustices experienced, e.g., seniors reported having experienced more injustices than juniors, juniors more than sophomores, etc.

(3) Academic achievement (GPA). Overall, the sixteen injustices were reported to have been experienced to a similar degree by students at all levels of achievement. However, high GPA students (A or B level) reported a higher incidence of faculty speaking negatively about students (9) than did low GPA students. Also, the high GPA students rated the injustice dealing with not knowing the criteria for evaluation (16) as being more serious than did the low GPA students. The low GPA students reported a higher incidence of having their grades lowered because of excessive absences (15) than did the higher GPA students.

Student Reactions

The students who had indicated they had experienced a given injustice were queried further as to the effect the injustice had had upon them. For most injustices, more than half of the students reported that they did nothing in response to the injustice--they ignored it. The remainder of the students reported actions which were distributed over a wide range of options.

On those injustices dealing with matters of grading or work requirements (1, 6, 16) approximately 40 percent of the students brought their concerns to the attention of their instructors. However, only one-fourth of these students reported that the situation improved after that. On those injustices dealing with class activities--content and method (2, 3, 7, 10, 12), from 26 to 55 percent of the students reported having lost interest in the course as a result. Ten percent of the students dropped a course due to perceived unwarranted work requirements (6); 19 percent dropped a course when their instructor recommended it (14). One injustice dealing with the incongruity of course content and catalogue description (7) caused a few students to change their major.

Discussion

This exploratory study has sought to determine systematically certain kinds of actions, gross injustices, perpetrated by college instructors on their students. The actions elicited reflect a wide variety of problems in the college instructional scene, such as misunderstandings between instructor and students, abuse of power by instructor, class mismanagement, generalized instructional incompetence, and a policy/supervisory vacuum.

The method utilized in this study, group interviews to generate items and individual interviews to derive quantifiable data, seems to have been effective. Re-examination of the items, however, shows two noteworthy gross ambiguities among the items. Item 1, gave test items on content not covered in class, is ambiguous. One might ask, "What's wrong with that, if the students were assigned to read a book independently?" It may be unclear as to what is meant by the phrase "in class." Is that to be taken literally or does that mean "in the course?" Also, Item 3, taught by reading verbatim from a book is unclear. One might ask, "How much verbatim reading was done?" Surely, the occasional reading of a short excerpt would hardly seem unjust, but do some instructors go on endlessly in this teaching mode? These ambiguities have a somewhat attenuating effect on the validity of these two items. Sad but true, both these items are at the top of the list with regard to reported incidence among instructors.

Interpretation of Findings

The range of incidence of the sixteen injustices, from 24 to 56 percent of the students, shows that the injustices happen with sufficient frequency to justify the attention of those concerned with collegiate instruction. The range of the percentages of students who find the injustices serious, from 59 to 93 percent, shows that students are really bothered by them--these are injustices which are truly gross.

The nature of the injustices themselves is of great interest. They focus upon instructional incompetence and insensitive, unfair treatment of students. One observes a consumerist attitude on the part of students toward their instruction and instructors. Apparently, they come to an instructional scene with the reasonable expectation of receiving meaningful, well-organized instruction, administered fairly and with sensitivity to their problems. Sometimes their expectations are not met. The situation of the student is somewhat analogous to shopping at a department store, perhaps the only one convenient, where some of the merchandise is shabby, some of the salespeople rude, and store policies for return or exchange of merchandise are one-sided in favor of the store. It should be noted that in the interview phase of this study the overwhelming majority of the students interviewed indicated implicitly or explicitly that they perceived themselves to be consumers of education experiences.

It is also of interest to note which types of instructor behavior were not considered by students to be gross injustices. The investigators expected students to complain about boring instructors who made dull, dry presentations from yellowed notes from another era. This was not the case. In fact, only two items dealt with the entire realm of content presentation: reading from a book (3) and inability to demonstrate (13). Apparently it is the management style rather than the presentation style which draws the higher criticism from students.

There were no real surprises found in the results of the cross-tabular analysis although the findings do provide a fertile field for causal speculations. Nor are there many surprises among the student reactions to the injustices. One wonders, however, about the degree of observed apathy among the majority of the students as exhibited by their ignoring the injustices. Why so? Were these students born apathetic, did they achieve apathy, or was apathy thrust upon them? How much of their attitude can be explained by geographical and/or generational considerations? How would students on the West Coast in the 1960's have responded?

Further Research

There are many more questions--some rhetorical, some researchable--which are generated from the present findings. How much variance is there among colleges regarding the gross injustices perceived by their respective students? Why do students respond the way they do? At what class level do which injustices predominate? Is the type of course format (lecture, lab, studio) a significant variable? And why do instructors perpetuate these injustices? What effect do ignorance and tradition have on their behavior?

Moreover, in order to make this present study more meaningful and perhaps initiate an honest, open dialogue between faculty and students, the investigators recommend that a follow-up study be undertaken in which instructors are asked what behaviors do students engage in which instructors perceive as unfair, unjust, inconsiderate or inequitable.

Significance of this study

Perhaps the most significant aspect of this study is the fact that it was actually done. As far as the investigators are aware, this is the first attempt to determine systematically the specific negative behavioral acts which take place in a collegiate instructional setting.

There appears to be a great potential usefulness to this type of data. For faculty evaluation in a summative mode, the perpetration of gross injustices can be used as negative evidence against the instructor as suggested by Scriven (1973)*. In a formative mode, this type of data can be used to alert those concerned to the existence of gross injustices. Following this awareness stage, goals could be set in which the eradication of the injustices would be attempted. Careful reflection upon the nature of the injustices shows that they seem to be acts which really need not have taken place; many of the acts seem to be the result of a lack of instructor training and/or experience. Departments and/or colleges can develop policies which would help solve items 6, 7 and 14. Instructors can be helped to develop operational plans which would take care of 1, 4, 5, 12, 15 and 16. Some practice or additional training would help eliminate 3 and 13. And a careful self-monitoring of one's behavior could eliminate the remaining items: 2, 9, 10, 11. The concept of instructional development would be strengthened if attention were focused not just on method of presentation as is typically the case but also on avoiding those actions considered offensive to students which ultimately militate against the stated cognitive and effective goals of instruction.

*In the Scriven paper, such negative evidence is referred to as "black marks."

References

- Cohen, S.A. and W.G. Gerger. "Dimensions of Student's Ratings of College Instructors Underlying Subsequent Achievement on Course Examinations." In Proceedings of the 78th Annual Convention of the American Psychological Association, 1970. Washington, D.C.: American Psychological Association, 5, (1971): 605-606.
- Mann, W.R. "Changes on the Level of Attitude Sophistication of College Students as a Measure of Teacher Effectiveness." Dissertation Abstracts, 1969, 29, (8-A): 2443-2444.
- McKeachie, Wilbert J. Research on College Teaching: A Review, Report 6. Washington, D.C.: ERIC Clearinghouse on Higher Education, November, 1970.
- Scriven, Michael. "The Evaluation of Teaching at Berkeley." Unpublished paper dated October 10, 1973--not a final version.
- Solomon, D., W.E. Bezdek, and L. Rosenberg. Teaching Styles and Learning. Center for the Study of Liberal Education for Adults, Chicago, Illinois, 1963.

THE NATURE, FREQUENCY AND SERIOUSNESS OF PERCEIVED GROSS INJUSTICES:
AN EXPLORATORY STUDY

Questions for Group Discussion

1. To what extent do you believe that "instructor injustices" as perceived by students negatively affect the learning process and student success?
2. The study refers to behaviors that either reflect instructional incompetence or unfairness to students. It suggests that these behaviors could be avoided through instructor awareness and personal efforts to change. Discuss.
3. Further research is suggested to determine what instructors believe are student behaviors which are "unfair, inconsiderate or inequitable". Do you believe such a study might assist students in the learning process?
4. This study is centered on "instructor injustices" within the classroom. To what extent might instructor behavior outside the classroom be perceived as "unfair, inconsiderate or inequitable"?
5. To what extent are other areas of the campus or institution guilty of "unjust or inconsiderate treatment" of students?
6. How can the information presented be used to positively impact and improve student success at your institution?



MT. HOOD COMMUNITY COLLEGE

F. S. 6/29/81

FinalGRANT NAME Project to Improve Vocational Guidance

ACCOUNT NO.	ACCOUNT NAME	BUDGETED	ENCUMBERED	EXPENDITURES	AVAILABLE
		\$30,000		\$30,000.00	
095-2538-4000-0000	Supplies - Office	500		477.01	
095-2538-4015-0000	Supplies-Office/WPC	500		504.18	
095-2538-4060-0000	Supplies-Postage	600		600.00	
	Postage & Telephone	\$500			
	Other	\$100			
095-2538-4400-0000	Travel-General	7,140		1,370.00	
	Proj Pers	\$640			
	CC Participants	6,500			
095-2538-4800-0000	Other Exp - Fees & Dues	560		-0-	
	Fees & Dues	400			
	Evaluations	160			
095-2538-4804-0000	Other Exp - Spec Prog	2,400		2,400.00	
095-2538-4815-0000	Other Exp - Conf	17,300		24,148.81	
	Fall Wkshp	1,000			
	In-Service	14,300			
	Spring Wkshp	2,000			
095-2538-4849-0000	Other Exp - Misc	1,000		500.00	
	Applied Research				

GOAL: To strengthen vocational and educational guidance, counseling and program services for "high risk" students with Oregon's community colleges.

PERFORMANCE OBJECTIVE	ACTIVITIES	EVALUATION
A. In-service training in the areas of faculty advising and retention will be conducted.	A fall workshop was held at Mt. Hood Community College on October 30-31, entitled "Attracting and Retaining Students in the 1980's Through Advising, Counseling and Career Planning: Practices and Strategies that Work."	Evaluation forms were used to obtain feedback from fall workshop participants. In summary, this workshop was modestly successful (see attachment A). Generally, participants rated the presenters as average to somewhat above average. They stated a need for more exposure to specific strategies that work, a need for more participant involvement, a need to get away from defining problems and getting on with solutions.
	Each community college will form a task force on retention/advising (or another theme related to student success).	Each community college was asked to summarize efforts of their campus task force. These are attached.
	The spring conference will feature several model projects on the themes of advising and retention.	The sessions on advising and retention received positive evaluations.
B. The 13 Oregon community colleges will exchange information on projects that are aimed at helping "high-risk" students.	As part of both the fall and spring workshops, representatives from each community college met as teams to discuss the presentations.	Community college team meetings were evaluated positively by the participants in the comments section of the evaluation forms for the fall and spring workshops.
	Job-alike sessions were conducted at the spring workshops for the following community college groups: instructional administrators, student services administrators, community education administrators, instructors, registrars, counselors, student activities personnel and career and placement personnel.	Job-alike sessions were evaluated positively by the participants in the comments section of the evaluation forms for the spring workshop.
	The primary purpose of the spring conference was "To provide the sharing of ideas and plans that work to promote student success in Oregon's 13 community colleges."	The spring conference was evaluated very positively by participants.

PERFORMANCE OBJECTIVE	ACTIVITIES	EVALUATION
C. The dean's consortium will conduct a culminating spring activity on the theme of advising and retention.	A spring "Conference on Student Success" was conducted (program attached) and attended by 175 people.	Evaluation forms were distributed to participants. The overall evaluation was positive. The mean response for the entire program showed participants agreeing that the program was of value, that it contributed to professional development, that presenters were well-prepared and did a good job with the presentations and that programs which further expand on this topic would be useful. This evaluation form is attached.
D. In-depth literature review and research papers in the areas of advising and retention will be conducted.	Dan Walleri, research coordinator at MHCC, and Bill Segura, director of counseling at Chemeketa, were commissioned to accomplish this.	Dan Walleri completed a paper entitled "Student Retention and Attrition in the Community College: A Review and Research Design." Bill Segura completed a paper entitled "Student Retention at the Community College: A Campus-wide Responsibility." These two papers were presented at the spring conference and distributed to each community college. These papers are attached.
E. A final written report and evaluation will be completed.	An evaluation form will be distributed at the fall and spring workshops. Each community college will provide a written report of the activities of their campus task force.	Attached Attached

4:00 - 5:00

- (A) *Classified and Student Perspectives on Creating an Environment to Promote Student Success: Vision and Reality*
Jim Hendricks, Student Government Leader, PCC
Lori Vandenbos, Student Government President, MHCC
Barbara Cornell, Administrative Assistant, LCC

- (B) *Mobilizing for Student Success: Report of Three Task Force Efforts*
Dr. Paul Kreider, Dean of Administration, MHCC
Vince Fitzgerald, Counselor and Task Force Leader, Clackamas CC
Ann Marie Ross, Counselor, LBCC

- (C) *The Career Center and Career Courses*
Joan Compf, Coordinator of Careers, PCC
Trish Padgett, Counselor, Rogue CC
Marv Thornley, Job Placement Officer, Clackamas CC

- (D) *Mandatory Placement Testing*
Lou Gaska, Associate Dean of Guidance and Counseling, TVCC
Bernie Nolan, Counselor, Clackamas CC

- (E) *Interagency Networking and Reaching the Dropout Prone High School Student: Project YESS*
Johnnie Stokes, Project Director, MHCC
Les Atkins, Director of Student Services, State Department of Education

6:00 - 7:00

Social (Cascade Room area)

7:00 - 8:30

Dinner Presentation: President Ron Daniels, Blue Mountain Community College

9:00

Music (Josiah's Restaurant)

FRIDAY, MAY 1

7:00 - 8:30

Breakfast buffet - Josiah's Restaurant

8:30 - 9:25

Representatives from each college meet separately for discussion. Goal: Determine what ideas of previous day's presentations have potential for adaptation.

Suggested locations for meetings:

Penthouse - Umpqua CC, Rogue CC, BMCC
Cascade North - TVCC, SWOCC
Cascade South - Clatsop CC, COCC
Josiah's Lounge and dance floor area - MHCC, LCC, PCC, Chemeketa CC, Clackamas CC, LBCC

9:30 - 11:30

Student Perception of Gross Injustices in the Classroom: A Report of an Exploratory Study and Discussion of Techniques that Work for Me (Summit and Mountain Rooms)

Introduction:

Dr. Jack Miller, Dean of Instruction, MHCC

Presenter:

Dr. Edward Wolpert, Professor, Ball State University

Discussion Leaders:

Gene Barrett, Instructor, PCC
Bob Poole, Counselor, PCC
Pat Maroushek, Speech Instructor, Umpqua CC
Sandy Vega, Counselor, Umpqua CC
Tom Weedeman, Automotive Instructor, SWOCC
Pam Shackelford, Counselor, COCC
Steve O'Brien, Counselor, COCC
Cindy Pucci, Reading Instructor, Clackamas CC

CONFERENCE ON STUDENT SUCCESS

To Provide the Sharing of Ideas and Plans That Work to Promote Student Success in Oregon's 13 Community Colleges.

APRIL 30 and
MAY 1, 1981

INN OF THE
SEVENTH MOUNTAIN

Sponsored By:
Dean of Students' Consortium

Funded By:
The State Department of Education

CONFERENCE ON STUDENT SUCCESS

GOAL:

To provide the sharing of ideas and plans that work to promote student success in Oregon's 13 community colleges.

TRACK A

Perspectives on Student Success

To share perspectives on student success from presidents, faculty, staff and students.

...Penthouse

TRACK B

Consortium Activities

To report on the dean of students' consortium activities funded by the state department of education.

...Summit Room

TRACK C

Special Projects

To share information on noteworthy special projects that improve student success.

...Mountain Room

TRACK D

Refining of Existing Systems

To report on special efforts to refine existing student support systems.

...Cascade North

TRACK E

Making it Happen in the Classroom

To share information on classroom strategies and techniques.

...Cascade South

THURSDAY, APRIL 30

Morning job alike sessions (for interested participants):

8:30

Council of instructional administrators (Penthouse)

9:00

Dean/directors of community education (Josiah's Lounge)

9:00

Deans of students (Jim Roberts' condo)

10:00

Instructors (no agenda) (Josiah's Lounge)

10:00

Registrars (Josiah's Lounge)

10:00

Counselors (no agenda) (Josiah's Lounge)

10:00

Student activities (Josiah's Lounge)

10:00

Career and placement (Josiah's Lounge)

12:00 - 1:05

Lunch, introductions and conference overview
Jim Roberts, Dean of Students, Clackamas Community College
John Keyser, Dean of Students, Mt. Hood Community College

A note on Thursday afternoon sessions:

Members of community college teams are encouraged to work together to insure that at least one person from each community college attends each session. Community college teams will caucus on Friday morning to exchange information gained from these sessions.

1:30 - 2:30

(A) *Presidential Perspectives on Creating an Environment to Promote Student Success: Vision and Reality*

Dr. R. Stephen Nicholson, President, MHCC

Dr. Eldon Schafer, President, LCC

(B) *Student Retention and Attrition in the Community College: A Review of the Literature*

Dr. Dan Walleri, Research Specialist, MHCC

(C) *Motivating Students: Effective Techniques for Instructors*

Bob Bower, Instructor, SWOCC

Clark Hilden, Geography Instructor, BMCC

Paul Sunset, Chemistry Instructor, MHCC

(D) *Advising Systems and the Training of Faculty Advisors*

Charles Carey, Counselor, PCC

Vicki Saul, Counselor, Rogue CC

(E) *A New Approach to High School College Cooperation and Implications for Statewide Implementation*

Jim West, Dean of Students, Umpqua CC

Jon Sapper, Project Counselor, SWOCC

2:45 - 3:45

(A) *Faculty Perspectives on Creating an Environment to Promote Student Success: Vision and Reality*

Don Strahan, Instructor, SWOCC

Bob Larson, Civil Engineer, BMCC

Tec'a Thiman, Instructor, MHCC

(B) *Admissions and Retention Team*

Building: Research and Action Strategies
Bill Segura, Director of Counseling, Chemeketa CC

(C) *Faculty Evaluation of Cognitive Mapping*

Dr. Gil Albalo, Chemistry Instructor, MHCC

Dr. Larry Wise, Psychology Instructor, MHCC

(D) *Cutting Through the Red Tape: Model Registration Systems*

Pat Loughary, Dean of Students, BMCC

Bob Marshall, Director of Admissions, LCC

(E) *Overview of the Vocational Education Special Needs (VESN) Project and Classroom Techniques for Dealing with Handicapped and Disadvantaged Students*

John Havrilek, VESN Coordinator, OSU

Bob Dixon, Machine Shop Instructor; Chuck

Sirvin, Counselor; Ailene Showers, Tutor

Coordinator, Chemeketa CC

Marilyn Johnston, Consultant, Marion ESD

5 Aug 81

REPORT ON TASK FORCE FOR STUDENT SUCCESS

Dr. Paul E. Kreider

Vice President for Administration

July 30, 1981

RECEIVED
AUG 9 1981

CHIEF
MILWAUKEE COUNTY COLLEGE

TO: Dr. R. Stephen Nicholson
President

July 27, 1981

FROM: Dr. Paul Kreider
Vice President for Administration

REPORT ON TASK FORCE FOR STUDENT SUCCESS

This report on the task force for student success activities for 1980-81 will also serve as the initial step in the planning process for 1981-82. The task force was originally conceived as a two-year project and was appointed by the president in December of 1980.

Deans Keyser, Miller, and Kreider met early in the fall term of 1980 to develop a planning process to deal with retention as seen within the scope of our internal marketing efforts. This concept soon expanded to a planning council which included other managers and faculty persons. The concept of retention and internal marketing expanded to the idea of a task force on student success. In October, the task force planning council developed three committees to begin developing goals and objectives for a possible task force on student success (see appendix 1). These goals and objectives were finally brought together for a recommendation to the president to establish the task force along with a recommendation regarding its membership. The membership of the task force was comprehensive including representatives in almost equal proportions from management, faculty, classified staff, and students. Also during the fall term, the caucus, made up of board members, management, faculty, classified, and students focused on student success (for a complete report of the agenda and the minutes of the meeting, see appendix 2). The caucus was divided into three working groups: orientation and learning styles; advising; and, retention. Reports were prepared on the ideas, questions, and problems perceived by the caucus participants and forwarded to the planning committee of the potential task force on student success.

In December, the task force was appointed by the president and 58 members were invited to a workshop dinner for sharing of ideas and organizing it's membership into the various committees and the coordinating council. (see appendix 3).

During the academic year, 1980-81, two significant efforts of the dean's consortium of Oregon Community Colleges were held with Mt. Hood hosting the initial conference in the fall. It was titled, "Attracting and Training Students in the 1980's through Advising, Counseling, and Career Planning. Practices and Strategies That Work." A spring conference on student success provided for the sharing of ideas and plans to promote student success in Oregon's thirteen community colleges (for information regarding these two events see appendix 5). Twenty-two members of the MHCC Task Force participated in the spring conference at Bend. (see appendix 6).

REPORT ON TASK FORCE FOR STUDENT SUCCESS
Page 2

During spring term 1981, the task force committees met bi-monthly. Minutes were disseminated to all task force members (see appendix 7). Analysis of committee minutes reflects concentration on the following key issues.

1. Developed a proposal to change the late registration and add period and procedures to obtain greater quality control.
2. Examined the student placement and testing program and made recommendations to initiate an improved procedure for selection and placement of students in writing classes.
3. Considered improved methods of assisting students in "instant identification" through specific strategies in orientation and advising.
4. Planned for greater awareness and communication for students through attention to student handbooks, signage for faculty and divisions, and other material improvements.
5. Discussed and reviewed instructional methods and design which will assist instructors in dealing with the learning styles and needs of students.
6. Conducted discussions regarding the philosophy of student advising and reviewed existing efforts of the faculty and student services. Analyzed problems encountered in the advising program. Made recommendations regarding academic progress, possible early warning system and division in-service training efforts.
7. Assisted in review and modification of guidelines for financial aid recipients in order to insure greater success for students and more efficient use of aid program monies.
8. Analysis was conducted of the impact of PSYA 111. Study reveals a significant difference in retention of students who had been successful in PSYA 111. Consideration was given to way of increasing effectiveness of this course and its utilization by students.
9. Reviewed 1980-81 student handbook to make suggestions for the 1981-82 publication. Devised ways to increase effective use of handbook for orientation of students and use of the handbook in PSYA 111.
10. Reviewed research reports on retention and drop out and worked with the research office on the development of research to assist the various committees of the task force.

REPORT ON TASK FORCE FOR STUDENT SUCCESS
Page 3

11. Considered grading policy concerning the N, K, and I grades.
Delayed making any formal recommendations.

The efforts and recommendations of the committees were reviewed by the coordinating council of the task force and forwarded to specific areas of the college for final decision or implementation as appropriate.

Recommendations for further consideration by the task force during the 1981-82 academic year include the following:

1. Continue to reaffirm among all MHCC constituents a positive attitude toward self-improvement, a persistent pursuit of excellence, and a strong commitment to improvement through experimentation and innovation.
2. Refine research practices and utilization to understand more fully student persistence/attrition and success or failure.
3. Assist in developing methods and techniques which will enable all staff to readily remove institutional barriers to student success, i.e. psychological, social, environmental, etc.
4. Review and recommend regarding the advising function, its philosophy and practice to insure a total college quality program.
5. Plan regarding standards of progress, the possible development of an early alert system and the initiation of a computerized information system for faculty advising and transfer requirements.
6. Study structure and sequence of curriculum, prerequisites and placement standards to insure high success levels.
7. Review the MHCC approach to general education, in regard to core and distribution requirements, and specialized general education courses or modules for vocational programs or courses.
8. Review grading practices and consider such recommendations as previously set forth by the task force committee.
9. Continue assessment of results due to changes in the placement of students in writing courses.
10. Review the new adopted change in the late registration and add policy to determine impact upon students.
11. Give attention to the effectiveness in all instructional programs and to the apparent need to improve recognized standards by which we are achieving intended results.

REPORT ON TASK FORCE FOR STUDENT SUCCESS

Page 4

12. Encourage further sophistication of the orientation program, constantly seeking more effective strategies to assist full and part-time students adapt readily to their learning environment and achieve their educational goals.
13. Continue efforts to strengthen the PSYA 111 course and encourage greater numbers of students to include this course in their programs.
14. Encourage faculty to develop unique methods of instruction, i.e. computer-assisted instruction, guided design, etc. to insure to maximum degree possible creative and stimulating learning opportunities.
15. Assess methods by which greater attention and support can be maintained for staff development.

These recommendations have emerged as the result of dialog within the committees of the task force. There has been open interaction and a sense of shared responsibility as members approached the important issues relating to student success. Task force members are commended for their vision of possibilities which could positively impact MHCC and its service to people. We all look forward to meeting in the fall.

jw



Southwestern Oregon Community College

JACK E. BROOKINS
President

COOS BAY, OREGON 97420

Dr. John Keyser
Dean of Students
Mt. Hood Community College
26000 SE Stark
Gresham, Oregon 97030

RE: Consortium Summary, 1980-81

Dear Dr. Keyser:

Southwestern Oregon Community College has had a comprehensive testing and advising program that has been available to all students that required of those pursuing the completion of the program or degree. We have improved and refined our process, adding an advisor evaluation procedure to our system the past year. See Attachment 1. Unique to the Oregon Community College system is the provision for release time and/or additional compensation for faculty members that are assigned to advising functions. The following is an excerpt from a current negotiated agreement between the Southwestern Oregon Community College Federation of Teachers and the College Board:

Article X--Work Load
Section 2.

- d. Assigned student advising load credits shall be counted as load credits on the following basis:

<u>No. of Advisees</u>	<u>Load Credit</u>
0 - 5	0
6 - 15	1
16 - 25	2
26 - 35	3
36 - 45	4
46 - 60	5
61 or more	6

We have organized a campus-wide Task Force on developmental education which includes advising, retention, and a comprehensive look at providing for students' success. That Task Force has made a comprehensive report, some of which has been implemented during this past year, with the exception of the recommendation that a full-time Developmental Coordinator or Director of Developmental Education be appointed. Because of budget cuts at the state level, this recommendation has not followed. The Task Force has continued to meet through this year, having attended the fall consortium conference as a group and met to consider and further refine our process. (See Attachment 2 for Developmental Report.)

On May 28, 1981, two consultants were retained and visited the campus and presented us with the report that is attached as Attachment #3, which report we found to be very candid and very helpful. They returned June 4th and reported additional findings and explained the substance of

of their report. Dr. Johnson and Ms. Wasson will send a concluding report which has not been received as of this date.

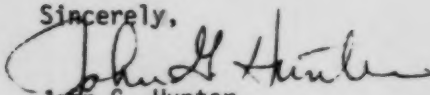
The Developmental Education Committee is most enthusiastic about the assistance and service that the two consultants were able to provide, both in terms of affirming the quality of what we do as an institution and for the substantive suggestions and recommendations that they have been able to make to this point in writing and in person.

Our general evaluation for this year's consortium effort would again include a note of appreciation to John Keyser and the Mt. Hood Community College staff and the State Board of Education staff for a well-run year. We have benefitted a great deal on our campus and as a community college system, in our judgment.

We found the presentation by the ACT staff at the fall conference to be somewhat weak and probably not warranting repetition; however, the opportunity to meet with other colleagues and to discuss and confer was most valuable. The spring conference in Bend was probably one of the best organized and quality efforts to date, which speaks well for the talents and abilities of our own Oregon community college staff.

We would again thank Dr. Keyser and his staff for a well-run consortium project and again thank and compliment the Oregon Board of Education staff for making this consortium project possible.

Sincerely,


John G. Hunter
Dean of Student Services

JGH:lo
Attachments #1, 2, and 3

Name: _____

Date: _____

SWOCC ADVISOR CHECKLIST

As a faculty advisor, you are asked to indicate (on the items below) your perception of your capabilities as an advisor. All of the characteristics that are listed are ones that have been regarded as important by past advising committees. For a more complete statement of each characteristic, see the attached sheet. Keep this sheet in your advising file.

Please check (✓) in the box that reflects your estimation of your advising Skills.

	I Needs Improvement	II Adequate	III Above Average	IV Good	V Excellent
1. ability to empathize					
2. ability to communicate					
3. knowledge about educational, vocational, and other info					
4. knowledge of tests & their uses					
5. awareness of college & community resources					
6. ability to advise for total life/work planning					
7. maintaining adequate record-keeping system					
8. understanding of special conditions or classifications					
9. able to identify need for & advise into developmental program					
10. provide organized, accessible advising experience					

PROGRESS REPORT

on

LBCC EFFORT TO IMPROVE ADVISING FOR

THE HIGH RISK STUDENT

June 10, 1981

Submitted by

Lee Archibald

COMMITTEE TO IMPROVE ADVISING TO THE HIGH RISK STUDENT

This committee will meet two more times after the April meeting (May 12 and June 9). As you will see from the meeting summaries below, we have spent almost all of our time on orientation, registration, and initial advising to new students. By so doing, two objectives were achieved. One, we were able to scrutinize the system and, two, make recommendations for change.

Obviously, there are many other dimensions to advising, other than that which takes place during orientation and registration. This committee addressed itself to those issues during that time in December and January when we discussed the "Implementation Activities" compilation. Not much more can be done with that, unfortunately, until other planning for next year becomes definite in terms of data processing capabilities and faculty advising responsibilities.

Meeting Summation:

- NOVEMBER: goals and tasks of committee
- DECEMBER: brainstormed goals for improving advising and suggestions for implementation strategies
- JANUARY 13: dinner meeting, reviewed past and present advising systems at LBCC in light of "advising ideals".
- JANUARY 20: as a follow up to dinner meeting invited Jon Carnahan, Registrar, who led a discussion of various registration procedures and how those affect advising.
- February 10: reviewed LBCC's orientation slide show and discussed function of orientation
- March 17: discussed memo from Counseling Staff on advisement to High Risk Students and reinstatement of group advising by major for new students

New Students

Orientation

1. Interp CGP
2. Teach registration procedures
3. Give general college information

Advising

1. Review specific curriculum sequences, prerequisites and general education requirements
2. Design a schedule for first term coursework with skill building courses, if necessary

Registration

1. Fee assessment, financial aid, etc.

Questions:

1. Does this process provide students with adequate information so that they know how to register for future terms and who to contact for advising assistance?
2. If a student appears to be potentially "High Risk" (chances of success are less than adequate) are provisions made for follow-up on that student?
3. Are advisors prepared to give accurate information on the specifications listed under "Advising" in the model?

Continuing Students

Notification

Students are apprised of registration days and times via inter-campus media. Students are encouraged to seek advising assistance.

Advising

No standardized format

Registration

Fee assessment, financial aid, etc.

Questions:

1. Does this process provide for adequate information giving so that a student has an accurate schedule?

2.

3.

4.

QUESTIONNAIRE

IDEAL #1 Each student will be aware of who his/her advisor is.

(1) Advisor will schedule regular meetings with advisees

Advisors designated by major/check major codes at registration to insure accuracy

Student arrive at predetermined meeting time with their advisor (arrange by master computer) - contact that advisor and then go into an orientation process and continue on to registration

Computer could make labels for students - labels could be sent to their advisors and advisors could contact the students by mail to arrange meeting times with them

Do not leave advising up to willingness of faculty to participate. Make it part of their job.

Released time for faculty advising is a "must".

University of Oregon prints the advisor name on the grade report to student. First quarter says "Check with the department" - second quarter gives the advisor's name.

Major program instructor is advisor: this information given to students and included in first class-day orientations.

Accurate lists of student by major

Update major codes

Assuming up to speed computer/Change advising process - first contact with advisor

We already have the tools to do this - they just aren't being used. The students aren't required to declare a major so if and when the lists come out they aren't accurate - let alone being out of date.

(2) Advisors will know who advisees are.

Computer prints list of students by major advisor

Division Directors require list of all students to be circulated in departments with each instructor initialing his/her advisees.

Something written for each student with advisors name

Get lists of majors to each department PRONTO (I haven't seen one since last winter

Two-stage orientation/scheduling

Students do need a step that requires them to find out who their advisor is.

QUESTIONNAIRE

IDEAL #1 Each student will be aware of who his/her advisor is.

(3) Advisees will know who their advisor is.

Computer prints name and address labels of students by cards sent to students giving name of advisor.

Advisor identification information included in course syllabus.

Advisor responsible to contact each advisees.

Each department should contact each student on its list by any appropriate means (class, phone, letter) or combination of means to schedule individual conferences with advisors.

All full-time assigned to advisor/evaluate advisor on basis of student success

The same mechanism can be used to let advisor know who advisees are and vice versa.

QUESTIONNAIRE

IDEAL #2 Advisors will be trained for their role.

(1) Counselor give workshop to respective division

Model of good advising presented at 1st division meeting perhaps by person from this committee

Listening and communication skills

Members of committee will hold advising sessions with divisions

Schedule sessions for each division

Cadre-small group-super advisors-expand later

Some advisors are already trained-through workshops and practice (mostly practice). The key is getting advisors "wanting to be better trained." I think most people in the Business Division would say they know their role and would resent any implication that they're not doing a good job. And, for the most part, I think we do a good job!!!

I didn't give any activities--sorry--I just reacted to the ideals!!

Paid training sessions to make "super advisors" to go back into the divisions to train the faculty in their own departments.

Advisors need to have total positive regard for their students to be able to listen well. The head advisors need to be able to make some decisions regarding the student's program.

Again, released time for faculty is a "must".

(2) Build advising into a standard load (release time, pay, etc.) rather than let it be an "add-on" to a full-load!

School/ by school/ transfer training (general/specific and graduate requirements)

Each division will give "head" advisor release time.

How to read catalogs and figure out graduate requirements.

Presentation to include common problems associated with advising.

Good publicity, full division meeting

(3) This could be a required in-service activity in each division.

Advising check-sheet.

Members of committee and counseling will write up a set of guidelines for division members.

Develop a format/check-sheet to be sure relevant points are covered and thereby, to be sure advisors give "standard" advice.

QUESTIONNAIRE

IDEAL #2 Advisors will be trained for their role.

(4) Advising check-sheet.

Define the lines of accountability. Bob Talbott feels uncomfortable about being responsible yet not being in control. Instructors, who are accountable to division directors and Dean of Instruction, are equally uncomfortable about being answerable to a Director of Counseling and Dean of Students, who aren't in their "chairs of command".

(5) Role-playing activity---

QUESTIONNAIRE

IDEAL # 3 Advisors and students will have regular contact.

- (1) Three times per fall quarter would be minimum contact with the students. One session could be social in nature - get together with the advisees, instructor and head advisor. Note changes in student's program - attach to student's registration. When students change program (major change) after having been here more than one quarter, this is an indicator of a potential drop out.

Could have a department open house with students, instructors, advisors, etc. Could set up a seminar for the department - give one credit.

Require all students to have their registration forms initiated and to have all drops and adds initiated.

Feels strongly that all first quarter matriculated students need to have their registration approved (signed).

Different level of advising (from Counseling to Advisor to Teacher) needed at different anxiety levels in the student's school life.

Cards to be mailed to students advising them of the advisor names and other pertinent information. Do it by computer. Start with one mid-term contact with advisee.

Specified "advising" office hours preceeding each registration time-advisor contact each student to appraise student of those office hours

Schedule changes/tigger contact/long term more than just quarter follow for a year

This is no problem in program-instructor could be reminded that it's time again to contact your advisees about registration.

Cards mailed to student with advisors name suggest mid-term contact/ small group sessions

Advisees should be contacted by phone and/or mail to schedule such contact

Three times per quarter would be ideal. Generalize "how are you surviving" interpret after first few weeks. Study skills etc., social functions on division level for student and advisors.

- (2) Advisors need to help students identify their (realistic) goals. Unless we do that, we don't know how well or poorly students are doing in achieving their goals.

Scheduled meetings/ minimum of 3 per quarter

QUESTIONNAIRE

IDEAL #4 Advisors need to know where the resources are.

- (1) Counseling should plan one annual training session for each division

In-service activity to discuss services and what they can provide

What resources?????????????

Most faculty have them but aren't paid to use them.

Part of training process

Counselors to meet in departmental

- (2) Meeting to share updated info

Check sheet of resources

This similar to Ideal #2 with committee members doing small group sessions for faculty

On a quarter to quarter basis, the counselor assigned to each division should meet informally to offer updated material, information, etc.

- (3) Exchange

QUESTIONNAIRE

DESIGN & IMPLEMENT AN IN-SERVICE ACTIVITY

- (1) No large group meeting-get resource people in to talk with High Risk Committee about what their instructors are doing

Each division should plan and implement it's own activity as problems/needs are different

Value and use of tests

Designing an in-service activity seems premature until we've determined what our "model" is, and where and how we fall short of it. I do not believe a faculty wide meeting (orientation) is very useful--too many people.

- (2) Goals and Activities of advising

Perhaps a general format for all divisions should be included

Two or three counselors could work more efficiently with each division. Much clarification needs to happen for courses/meeting campus wide graduation requirements: e.g., writing, math. (I could write much more on that point, but space is limited.)

QUESTIONNAIRE

IDEAL # 5 Your Own Addition

LACC Should Make Advising Be a Significant Function Of Instructors

- (1) Provide relevant time to instructors who will do advising.
- (2) Or, provide overload pay for advising.
- (3) Unless we do #1 or #2, advising is to remain a step-child on this campus.

Demonstrate Valifity Of Advising

- (1) Put money and recognition into system.

A Faculty That Is Interested In Doing A Good Job Advising

Work Load For Advisors

- (1) Release time for advising is absolutely necessary.

Addendum to

JUL 15

PROGRESS REPORT

on

LBCC EFFORT TO IMPROVE ADVISING FOR
THE HIGH RISK STUDENT

Summary of Activity

The first meeting to organize a plan of action to improve advising for the High Risk Student was held in the Willamette Room on October 14, 1980. The members were composed of individuals who had been appointed by the president's office to serve on an ad hoc "Committee to Improve Advising for the High Risk Student." The composition of the committee was determined by the Dean of Students and Dean of Instruction.

The first meeting was set to simply explore the opportunities that the grant might provide and in very general terms to discuss with members of the committee what they would hope to achieve. It was concluded that a planning meeting would be required.

Between October 14 and the next meeting date of December 9, counseling staff member, Ann Marie Ross, was appointed the faculty chairperson for the committee. She accepted the task willingly and began a process of organizing and accumulating information to be distributed to each member of the committee. Each committee member received a booklet which included all parts of the grant activity, and in addition, an agenda for the October 30-31 inservice workshop on advising which was held at Mt. Hood Community College. Several members of the ad hoc committee did attend and participate in this two-day workshop.

It became apparent very early on that teaching faculty members had great difficulty attending meetings, and it was almost impossible for them to attend workshop activities. On November 4 was the next meeting at which a report was given to other members on the workshop. The committee also discussed what the next step would be in development of a project. Because of the difficulty in organizing time during the regular working day, it was concluded by committee members that it would be essential to have a work session during the evening in order to make any significant movements towards identification of goals and objectives.

One more daytime meeting was held in early December which turned out to be a brainstorming session to create goals for improving advising and to implement strategies for achieving these goals. At the same time a January 13 dinner meeting was set, at which time the group would create a set of advising ideals and review feedback from a questionnaire given to committee members (enclosed). The January meeting was most successful, and it resulted in the identification of what the group considered to be a weakness in the advising system - that is the advising system does not allow proper grouping of students by major or by level of "risk." In addition to the examination of the registration process, the committee then moved into the role of the advisor and the counselor as they work together to assist students.

A summary of recommendations is included in the report prepared by Ann Marie in her presentation to community college faculty at the April 30 conference at the Inn of the Seventh Mountain.

On January 20 the High Risk ad hoc committee invited the Registrar, Jon Carnahan, to discuss various alternatives to the registration process for fall quarter. As a result of this meeting, major changes were made in the registration student advising process which allowed for grouping of students, and at the same time involvement of faculty advisors in the new student orientation and advising process. This program will be implemented for the fall of 1981. In addition to the concern expressed about the coordination of registration and advising, the committee also expressed concern about orientation. On February 10 Bob Talbott presented the LBCC orientation program to the faculty committee. As a result of this presentation it was concluded that the orientation program was in need of some modification. Mr. Talbott agreed that he would initiate those changes, including shortening the orientation program slightly and simplifying the program somewhat.

At a March 17 meeting the group met once again to develop their final position on the orientation advising and registration system for new students (chart attached). During the time of January through April, the collective bargaining between faculty and management was taking place, and often times the committee during their meetings would express concern about whether the collective bargaining final contract would allow for any change or provide for advising time for teaching faculty members. This issue is yet to be resolved and may impair any progress that was made regarding the advising program.

The issue centered on whether the college would be willing to provide released time for certain members of the teaching faculty. During the budget process the Student Personnel Services unit submitted a decision package which would provide some modest amount of released time for key advisors. This was well accepted and supported by the ad hoc committee. There was a consensus that the college should assign the role of head advisor or some other such title to faculty members within each division in order to act as a lead person for other advisors. In addition, in a meeting held in June the ad hoc committee reached a consensus that there are two levels of advising plus counseling. Level one would be that advising which would be generally expected of any teaching faculty member and level two would be a greater involvement in the process and organization of advising. In addition to these two levels, then the committee discussed counseling as it related to advising.

Job assignments and role in the advising process became a specific concern. In order to clarify this issue, the Director of Counseling worked closely with the Dean of Instruction to develop a statement of role for each level (attached).

The committee also discussed the possibility of inservice activity in the fall for all faculty. This topic was discussed at two separate meetings. It was finally concluded that to have a mass meeting on advising was not a popular notion. It was suggested that small group meetings be held in each division and be hosted by members of the ad hoc committee. After considerable discussion it was the consensus that this would be the best approach. (Again the committee was concerned about whether this would be possible, considering the lack of progress on collective bargaining.)

Because of the number of committee members who would not be available during the summer months, a recess of meetings was called until the inservice week of September. During the interim period the chairperson, Ann Marie Ross, agreed to plan a program of activities for the fall which might include small group meetings. In addition, Ann Marie, who is a member of the staff development committee, would provide input from the committee into the inservice program.

Conclusion. Linn-Benton ad hoc committee made significant progress on improving the advising program - advising for the High Risk Student - during its activities of 1980-81. In no small measure this is due to the excellent membership of this committee and the fine cooperation on the part of the Dean of Instruction who attended and participated along with other committee members. At several points the committee expressed concern about whether the division directors should be involved in the activities of the committee. It was the consensus that a special meeting with the division directors may be useful. These are the accomplishments of the committee:

1. A total review of the orientation, registration, student advising process, with special consideration given to how it affects the High Risk Student.
2. Identified specific areas of weakness within these activities.
3. Prescribed improvements which could be made to the LBOC program.
4. Set down a plan or approach to implementing these improvements.
5. Began to implement the improvements with various personnel here on campus.
6. Set down principles upon which a strong advising system could be advocated.
7. Began to spread the word of the importance of a strong advising program overall and its special significance in providing assistance to the High Risk Student.

Problems which we foresee. There is no question but that collective bargaining may provide an obstacle to the accomplishment of goals. The best example would be to provide released time for teaching staff members to assist in the support of the advising activity. In addition, there was discussion of shortening the work year which would create a major obstacle in the pre-registration, student advising, orientation process in the fall quarter and possibly winter and spring. Another concern which was expressed from time to time by the group was the apparent attitude towards advising by members of both the administration and faculty. It was hoped that a plan could be developed which would provide a greater level of sensitivity on the part of staff towards a good advising program.

The budget was of concern to the committee because they were fully aware of the cost factors involved in an improved advising system.

The committee will continue (with probably slight variation in membership) for the 1981-82 year. It is hoped by the end of this year that these philosophies, concepts and practices will be in place to improve the advising for the High Risk Student at LBCC.

ALA/ct

July 8, 1981

Linn-Benton Community College memo

*File
with
Advising Minutes*

to LEE ARCHIBALD
from JON CARNAHAN
date FEBRUARY 4, 1981
subject FALL TERM 1981 REGISTRATION

In reviewing Winter Term's registration process utilizing an alphabetical breakdown of students and in planning Spring Term's process using the same system, I would recommend that we continue this process for the 1981-82 school year.

The process for Fall Term will vary slightly from Winter and Spring, however, the concept of it will remain the same. During Fall Term, new and continuing students will register simultaneously. The time period will also be slightly longer. Continuing students will have an opportunity to register prior to new students in order to guarantee their space, particularly in the vocational and other limited enrollment programs. New students in limited enrollment programs will have a space reserved based on their date of application.

The following is a list of dates, times and activities.

<u>DATE</u>	<u>ORIENTATION</u>	<u>ADVISING</u>	<u>REGISTRATION</u>
September 14	9:30 am	10:30 - 12:00	*Cont. Students 8:00 - 8:00
September 15	9:30 am	10:30 - 12:00	S - T 10:00 - 7:00
September 16	9:30 am	10:30 - 12:00	U - Z 10:00 - 7:00
September 17	9:30 am	10:30 - 12:00	A - B 10:00 - 7:00
September 18	9:30 am	10:30 - 12:00	C - E 10:00 - 7:00
September 21	9:30 am	10:30 - 12:00	F - H 10:00 - 7:00
September 22	9:30 am	10:30 - 12:00	I - L 10:00 - 7:00
September 23	9:30 am	10:30 - 12:00	M - N 10:00 - 7:00
September 24	9:30 am	10:30 - 12:00	O - R 10:00 - 7:00
September 25	9:30 am	10:30 - 12:00	OPEN 8:00 - 5:00
September 28	CLASSES BEGIN		

*By individual appointment assigned by the Registrar.

**Community Education Centers . . . Students registering for campus credit classes can register at Centers only on their assigned day and time.

cc: Bob Talbott
Mike Patrick

ADVISOR'S ACTIVITIES

1. Advising

- ☒ A. Providing accurate and current curricular information
- ☒ B. Relating various and numerous academic policies
- ☒ C. Interpreting with accuracy the CGP exam and making appropriate placements
- D. Assisting in short-term and long-range academic program planning
- E. Providing counsel with regard to program changes, new programs career shifts
- F. Serving as a referral agent

2. Registration and Scheduling

- ☒ A. Approval of a quarterly schedule of classes for cash student
- B. Knowledge of the systems of scheduling and changing the schedule
- C. Knowledge of any special information regarding courses (prerequisites offered only in certain times, transferability; Does the course meet graduation requirements? What is the appropriate sequence?)

3. Integration of services with

- ☒ A. Admissions and Registration
- ☒ B. Academic Divisions
- C. Placement
- D. Career Center
- E. Counseling and Psychological Services

☐ Indicates activity to be performed by all advisors; complete list only to be performed by designated "Head Advisors."

Linn-Benton Community College

memo

to Committee to Improve Advising to the High Risk Student
from Ann Marie Ross
date December 10, 1980
subject Questionnaire to bring to next meeting December 16,
Alsea Room from 11:30 to 12:30

As we agreed at our meeting on December 9, please complete and bring to next meeting this questionnaire.

Our next activity will be to discuss implementation components for improving advising. Listed are some features of an ideal advising model. Space has been provided for you to list activities necessary to implement each ideal.

Your ideas on other features of an ideal advising model should also be listed at the end. Likewise, any activities for implementation of these ideas would also be helpful.

You might find the attached position paper on LBCC STUDENT ADVISING useful for reference while completing this task.

IDEAL #1

Each student will be aware of who his/her advisor is.

IMPLEMENTATION ACTIVITY:

1. _____
2. _____
3. _____

IDEAL #2

Advisors will be trained for their role.

IMPLEMENTATION ACTIVITY:

1. _____
2. _____
3. _____

IDEAL #3

Advisors and students will have regular contact.

IMPLEMENTATION ACTIVITY:

1. _____

IDEAL #4

Advisors need to know where the resources are.

IMPLEMENTATION ACTIVITY:

1. _____
2. _____
3. _____

IDEAL #5

(your own addition) _____

IMPLEMENTATION ACTIVITY:

1. _____
2. _____
3. _____

Part of this committee's role will be to suggest, design and implement an in-service activity targeted toward improving the advising system. Based upon the activity you have just completed, jot down some ideas about possibilities of what the in-service activity might be:

1. _____
2. _____
3. _____

AMR/et

A. Position Statement

The process and activity of advising is an essential function of the college. Advising contributes to the quality of the learning process and assists the student in making effective use of learning opportunities. Students shall be guaranteed a system of adequate and uniform advising without regard to their major, level of ability, or student status. It is understood that no system shall be able to reach each student who may enroll at LBCC. Because students commonly change their major several times, the advising system should be flexible in order to provide continuity of advising.

B. Philosophy of the LBCC Advising System

1. The best interests of the student shall be the prime motivating factor in the LBCC advising system.
2. Advice given shall be based upon the needs of the student rather than the needs of the college.
3. Advising shall be available for both part-time and full-time day and evening students. The college carries a responsibility for notifying students of the advising process.
4. The quality and the availability of advising shall be uniform throughout the college's programs and departments.
5. Advice given shall be consistent with program requirements and institutional policy.
6. Each professional staff member, both faculty and management, shall understand their role regarding the advising process.
7. Advising shall be designed to provide information and assistance, but not force students to take specific classes (except for program completion).
8. Advising can provide the structure that some students require to function in a learning environment.
9. It is the students' responsibility to indicate their need for advising and utilize the information available.
10. Orientation should be available to all new students each term.

cont.

C. Implementation Statements

1. The college as a whole shall maintain a comprehensive system of advising. Students shall be informed of this system.
2. The college shall recognize the importance of advising by properly staffing and funding the advising system.
3. The college shall provide opportunity for staff development regarding the advising system.
 - a. The in-service program shall be directed at the improvement of advising skills and stress the importance of advising for students.
 - b. Counseling/Career Information should furnish Division advisors with current copies of Oregon college catalogs as needed.
4. The college shall be held accountable throughout its organizational structure for providing a quality advising system.
5. The advisor should recognize (or know) his/her advisees.
 - a. All students must indicate major on registration form when registering for credit classes no matter how many credits they are carrying.
 - b. The Registrar should supply a list of majors to Divisions/ advisors as soon as possible after registration.
6. Student advisors should be highly visible and easily found by the student.
 - a. Each Division should post the names of advisors on doors and other conspicuous locations.
 - b. Current lists of major advisors should be posted in the Registration area and the College Center.
 - c. Lists of major advisors should be listed by Division and program in class schedules each term.
 - d. Division major advisors should be listed in the catalog by program, i.e. Business Management Advisor, Mike Kauffman, Room B 117.
7. Off-campus centers should provide information to major or career students of advisement availability on the main campus.

cont.

8. Assignment of advisors shall be based upon the most qualified person (staff or faculty) to assist the student with questions they may have regarding programs.
 - a. Advisement of undecided majors is a counseling responsibility. As soon as the student has declared a major, advisement becomes a Division responsibility.
 - b. Counseling should assist the undecided student in a choice of major or career as soon as appropriate.
9. All new full-time matriculated students shall be required to meet with a Counselor (and program advisor when applicable) before registering for class. The college shall inform the student what advising is available, what the student's specific responsibility is in the advising process, and what the deadline is for participating in the advising activity.
10. Each quarter, both full-time and part-time students wishing advising shall have the opportunity for group or individual advisement.
11. A student should not be required to have a signature or department stamp in order to register after the first quarter of enrollment.



CLATSOP
COMMUNITY
COLLEGE

ASTORIA, OREGON 97103

503/325-0910

June 10, 1981

MEMO TO: John Keyser, MHCC

FROM: Alan Batchelder

SUBJECT: Summary of Consortium-related activities at Clatsop Community College

1. What promising advising and retention programs or practices exist on our campus?

Owing to the size of this community, the intensely personal quality of advising and other attention which students receive has been seen as more important than any formal "program" for retention. As a result of the consortium focus on the high risk student and on student success over the past two years, we have changed our minds. No longer content with a responsive, passive system, and aware of the limitations in our academic advising program, we have begun processes which will develop better systems, programs, and practices. What is most promising is the climate of concern for improvement and for positive changes.

2. Have we organized a campus-wide task force on advising, retention or student success? Yes, after a fashion. Several informal task forces of faculty and supervisory staff have been meeting since October 1980. One has focused on the existing academic program and has proposed modifying the system by changing placement testing policies, relieving unwilling faculty of advising responsibilities, providing back-up advisers, and improving the style and quality of in-service training for academic advisers.

Another informal task force is working on a proposal to conduct vocational and career interest surveys in the area high schools, starting with a pilot project in one high school next year (1981-82). This task force has also begun work on a major Career Day for high school juniors and seniors to be held at Clatsop in the Fall. This project will involve as many as 800 high school students and a number of our College students and faculty. Funds for the former may fall victim to the Statewide budget crisis. ~~We are~~ hoping that another consortium grant will be authorized which will help carry through the vocational interest project.

A third task force, comprising 8 faculty and staff who attended both consortium workshops this year, are working closely with me to develop new and better ways to identify and help students with special needs, improved utilization of existing "helping" staff without increasing staff, and broadening the base of faculty awareness of their role in improving chances for student success.

This third task force, through participation of several members on a campus-wide committee, is planning an expanded in-service workshop for faculty and staff in the Fall. This effort is a direct result of consortium activities.

- a. What is our basic organizational structure? Simple. I serve as an executive secretary, calling meetings, keeping records, implementing changes in Student Personnel Services as they are identified, and corresponding with other divisions regarding proposals which affect them.

3. Summarize successes and failures of task force activity. The greatest success has been in getting concerned staff together to share and work with their collective interests and ideas. Suddenly, it seems, more of us realize the amount of talent and genuine concern which has been unrecognized among faculty and staff alike. We see signs of hope for continued effort and communication. As task force members have come to learn that the issues they have thought about are on the minds of others all over the state, we see evidence of a willingness to work for improvement instead of complaining about, or silently tolerating, problems and weaknesses in our practices.

I have nothing to report about failures. Everything is in the early stages of growth. We have all suffered from a lack of time to meet together. No one seems to have lost interest or hope, however.

4. What is my evaluation of the strengths and weaknesses of this year's consortium effort? The essential weakness is inherent in the consortium. The larger community colleges and the smaller ones differ enormously in their capacity to provide staff to (1) participate in consortium activities, and (2) make dramatic changes in programming on campus. How we use money and staff time cannot relate much to life at Mt. Hood, Portland, Lane, and others of the larger colleges. We have much in common with five or six schools only, and the differences we smaller schools experience with bigger schools seem similar.

I found the Fall workshop to be a weak one; it did more to enfeeble the interest of our staff than it did to stimulate more interest. I have already expressed my specific concerns in the evaluation, both in writing and orally, which I gave you in October.

As for strengths, I think they are significant. The consortium focuses directly on issues which all thirteen community colleges share. Approaches and solutions differ markedly, but concerns do not. At Clatsop, we have been able to expand our horizons and to draw on other colleges' experiences to a degree hitherto not available to us. The consortium has provided valuable stimulation among our staff, has brought out talent and concern previously hidden or not acknowledged, and has provided funds which made possible in-service activities we could not otherwise have engaged in. (I think the consortium has brought about a sense of community, statewide, that has been long overdue among community college faculty and staff.)



PORTLAND
COMMUNITY
COLLEGE

12000 S. W. 49th Avenue • Portland, Oregon 97219 • (503) 244-6111

May 20, 1981

RECEIVED
MAY 21 1981

Dr. John S. Keyser
Dean, Research & Student Relations
Mt. Hood Community College
26000 S. E. Stark
Gresham, OR 97030

Dear John:

In response to your request, the following information may be of some help to you in evaluation of consortium efforts:

A Portland Community College task force was appointed in the fall of 1980 to promote, plan, and establish a college-wide faculty advising process, to be implemented by fall term 1981. Task force members were drawn from areas of student services, as well as instruction - with strong support from the central administration.

To indicate some of the results of the task force efforts, I have enclosed materials which will give some idea of the scope of the project. As an example of central administration support, I should point out that on May 22nd, classes will be cancelled and an all-day advising workshop for faculty (involving some 500 staff members) will take place. In addition, the following outline of expenditures estimated for this year will give another indication of college commitment - going well beyond the consortium/grant allocation:

. Bend Conference	\$ 1,504
. Faculty Workshop	1,600
. Dr. Milton Hillery (ACT Workshop key-noter)	1,000
. Advisor Handbook	800
. Advisor tapes (purchased from ACT)	90
. Postage	300
. Hidden costs (?)	
TOTAL	\$ 5,294

Page 2

I feel that task force activity during this year has been extremely successful and productive; faculty reaction so far has been positive. However, an evaluation of this year's activities will not be possible until after fall term of 1981 - although I am confident of seeing some positive, worthwhile results.

In my opinion, the consortium effort this year should receive an A+ rating. It certainly produced major activities at our institution. You, and others who gave so much of their time and effort toward planning and implementation, should certainly be commended.

Sincerely,

A handwritten signature in dark ink, appearing to be 'AL' or 'Al', written in a cursive style.

Allen L. Widstrom
Dean, Student Services

ALW mh
Encls



PORTLAND COMMUNITY COLLEGE

INTER-DEPARTMENT COMMUNICATION

MEMORANDUM

FROM Collegewide Advising-Orientation Committee
TO All Portland Community College Faculty

DATE March 16, 1981

A major collegewide advising and orientation program for all students carrying nine (or more) credit hours, starting Fall term 1981, has been proposed by a collegewide advising-retention committee.

This committee is working in conjunction with a year-long consortium project of all community colleges in the state of Oregon which, by coincidence, chose advising and retention as their project this year. Subsequent to the initial proposal, Dr. Anthony, the deans of each division, and the Portland Community College school Board have all mandated that this program be put into effect starting Fall term 1981.

The week before the 1980 Fall term finals, meetings were scheduled and held with all faculty departments at Portland Community College to give them background regarding the program. Committees were formed in all departments, and they were asked to give feed-back to the collegewide advising committee on suggestions and problems with regard to this program. We would like all faculty members to give their committees ideas they may have - since this program will have an impact on them. Many faculty ideas have been received and incorporated into this program; continued communication would be appreciated.

At the Fall consortium meeting at Mt. Hood Community College, attended by consortium members, put on by the American College Testing Service, several key points were made with regard to nationwide studies on advising and orientation:

- . The first 6 weeks on a campus are the most important time for a new student; 50% of all dropouts occur during this time. The major reason seems to be a combination of the lack of personal contact; feeling lost in a large impersonal system; and a lack of well-defined career objectives.
- . It has been found that an effective advising and orientation system not only retains students more effectively, but even if they leave, the chances are good that at some future time (if school is their objective) they will return rather than going elsewhere.

The committee's proposal is that all new students taking 9 (or more) credit hours Fall term 1981 will attend an orientation to Portland Community College covering such things as:

- . how you register - what are transfer and non-transfer classes - what courses require prerequisites, etc.
- . what does Portland Community College offer in terms of resources to help the student while in school
- . to make sure that all students have adequate advising and placement in areas such as math and English
- . to acquaint the student with the advising system
- . to assign the student to an advisor

The tentative plan will allow a student to come to an orientation session and be advised in advance of their registration appointment day or to complete this process the same day they register.

It has been proposed that all students with a declared major be assigned directly to that department - and by that department to an advisor. Undeclared majors will be handled by the counseling department if they need help working toward career objectives, or by other faculty members if the student is in general studies. The estimates are that faculty will have somewhere between 15 - 20 advisees, and the counseling department will have somewhere around 50 - 75 per counselor. A student will have to see his/her advisor each term before being allowed to register; and, hopefully, will be seen more often if needed. While this advising-orientation process will be required of all students with 9 or more hours, it will be available and optional for students with 8 hours or less. All studies which have been done around the country have shown that unless an advising-orientation program is mandatory for students, the program will fail and not be effective. We will, however, develop options for the student who insists he/she not be involved in this process.

The committee is very interested in this system being flexible - i.e. allowing students to change advisors; allowing a faculty member to refer a student with a change in major (or objective) back for reassignment; and allowing the departments involved to determine the assignment of advisees. We hope that faculty members will be able to use a portion of their non-teaching days for advising; and that this program will involve more than "rubber-stamping" a student form - but will involve meaningful student/advisor contact. There are obviously many "logistic headaches" in setting this program up. Many problems (and limitations) have already been suggested by concerned faculty.

The effectiveness of this program depends entirely upon the cooperation and involvement of the Portland Community College faculty. We realize that much advising goes on already; in some departments formally - and in others informally. Our main concern is that all students receive this help so that the less aggressive student does not "slip between the cracks" and, subsequently, leave the school; or stay in school without adequate advising guidance.

As a committee, we would like all input possible from the Portland Community College faculty - and we will attempt to keep you informed about this program as it evolves this year. On May 22nd a collegewide faculty advising-orientation workshop will occur. The tentative plan calls for a keynote speaker, followed by small-group workshops - with all faculty members receiving an advising handbook during this time.

LANE COMMUNITY COLLEGE

Office of the Dean of Students
June 11, 1981

TO: John Keyser

FROM: Jack Carter

SUBJECT: Consortium

RECEIVED
JUN 15

The following is in response to the questions you asked in your correspondence of May 18th.

In the 1979-80 academic year, Lane Community College set up three productivity committees under a three-year grant from the Community College Productivity Center in Texas. One of these committees focuses on student retention; the other two deal with energy and staff utilization. These committees were appointed by and report to the President.

During the 1980-81 year, while the Deans' Consortium has been focusing on academic advising and student retention, an ad hoc committee was established by the Dean of Students and the Dean of Instruction to evaluate the college's academic advising system and make any recommendations for change. There is some overlap in the assignments to this group and to the student retention committee, to avoid duplication of effort.

Both groups concurred that there is a need to expand LCC's academic advising effort beyond the current orientation for entering students and a rather casual and unpublicized availability of counselors and some faculty. There was a recommendation to set up an academic advising office which would involve both counselors and faculty as academic advisors. Faculty members indicated an interest in being involved. An attempt to implement this recommendation ran into trouble both with funding cuts and workload considerations for faculty. Currently, the Coordinator of Testing (part of the Counseling Department) has been granted some extended time to develop and implement academic advising projects which can function within current funding levels and without workload considerations, which will limit this function to the Counseling Department. The plans for activities beginning next fall term include a handout to students which will offer assistance with problems which commonly interfere with students' ability to remain in school, some tracking of students who "disappear" from classrooms, and workshops for faculty on student retention considerations.

LCC will also be implementing an academic probation and suspension procedure for the first time next fall term. This procedure will involve counseling assistance for those who are not succeeding as students, and in some instances, removal from the institution for continued failure.

At the moment, our "promising" advising and retention programs are mostly promised. The Deans' Consortium activities have generated ideas and interest and commitment, so the promises are likely to be fulfilled. In spite of starting a year sooner, we seem to be moving a year slower than some others. But we are committed to developing a system that is effective as possible in encouraging student success, but that can continue to function within current and anticipated funding limitations.

John Keyser
June 11, 1981
Page 2

Almost without exception all comments from the LCC participants to ~~the~~ consortium effort have been positive. There is strong support ~~for~~ continuing the focus on topics that involve both Student Services and Instructional staff.



Frustration: Or Why LCC's System of Testing and Placement Does Not Work Better

By Daniel Hodges, Coordinator of Testing

Has this happened to you as it has happened to many teachers? On the first day of class you watched a classroom of students come in and sit down. Although you knew some were better prepared than others, you still intended to teach your course so that all the students had a chance at succeeding. You tried to teach well over the next few days and weeks. You lectured carefully, you made your demonstrations of skills clear, you announced the objectives clearly, you made the tests fair, you used material that was as readable as you could find, and tried to make it interesting. Oh! How you tried to make it interesting!

But then students said disturbing things to you. Several people—grownup men and women—complained that the books were too hard to read and understand. And sometimes they said they could not always follow your explanations, either. Since you wondered if the cause lay in the students' verbal intelligence or reading skills or in a bad book or even in your possible lack of teaching skill, you asked, "How well can you read?"

"Not very well, I've always been a poor reader."

"Well," you asked, "didn't a counselor tell you to im-

prove your reading first before you enrolled in this course?"

"No. I couldn't see a counselor." (OR "I saw a counselor but she/he didn't say anything about my reading.")

"Didn't you take a test when you first entered LCC?"

"Gee, nobody told me about a reading test."

So you got mad.

It was clear that these students needed to read better and faster. Maybe they needed some prerequisite courses. Then they could handle your course. So you dreamed that somebody would accurately test the students' reading skills. You blissfully imagined all those students taking reading courses in the Study Skills Department (well-funded, of course), and after one term or two or three, they came back to your course and succeeded triumphantly.

And you got mad again at the College for not doing better at it.

Maybe for you the preceding scenario revolved around a different set of skills. Maybe your students needed more math or better writing skills or better study skills or some prerequisite skills unique to your area or more accurate expectations about the amount of work that the role of college student required. Maybe it was something else. But in any case, it looked to you as if good entrance testing and placement would solve a lot of problems.

I've been the Coordinator of Testing in the Counseling Department for two years now. Before that I was a sociology teacher for all of my working career. So naturally I've given the matter some thought. I've also been to several conferences on the topic, including a major one sponsored by the League for Innovation in the Community College. I've also searched through testing textbooks, many articles, and the ERIC abstracts in educational research. I've also reconsidered some of the standard sociological findings and social psychological research in the light of student problems. As a result, I think I can tell why there are sharp limits to the usual ideas about entrance testing. And I think I can tell you what might work better—if you want to try it.

Increased Productivity

within the department that are not meeting the needs of students? How can that course be revised or what can it be replaced with to better meet student needs?"

High enrollment is not an infallible indicator of whether or not a course is meeting student needs. The course might be required in a vocational program(s). A better indicator might be student evaluation. A requirement of the curriculum process is that all new courses and workshops must be evaluated by students the first two times they are taught. This office is responsible for providing the forms and administering those evaluations. One instructor com-

mented that he felt that all courses ought to be student evaluated periodically. If you have courses that you want to know whether or not they are meeting student needs, call me and I will be glad to assist you with a student evaluation. If the evaluation shows a need, we can get on with the business of a revision or a replacement to meet that need.

The bee flies from flower to flower but goes back to the hive to deposit the nectar. You may flit from idea to idea but unless you buzz 2544 and get that idea on paper, that idea will never be transformed into a productive course.

First, I'd like to describe the way we have been handling entering students for a couple of years. When new students hand in an application blank at the Admissions Office, the people there give the prospective student an information sheet telling about the counselors' orientation sessions, the entrance testing, and the orientations for special programs. When the new students come to the Counseling Department counter to sign up for an orientation session, the counseling staff suggest that they take the reading, writing and math tests to check their basic skills. Later at the group orientation sessions the counselors suggest that students who have not tested yet come and take the tests. The students are promised an earlier registration time than they would otherwise get. This motivates many students.

We test the students in reading, writing, basic arithmetic, and (if appropriate) basic algebra. As soon as a student is done, we score the tests, enter the results on a couple of standard report sheets, and talk to the students about our recommendations. If reading skills are low, we recommend one or more Study Skills courses. If grammar and punctuation skills are low, we recommend either writing classes in Study Skills or Writing 120 in Language Arts. The seriousness of the student's deficiency determines our recommendation. If the students cannot pass arithmetic and/or algebra, we recommend the appropriate course.

We found last year that about 60 percent of the poorest readers followed our recommendations. Somewhat fewer of the better, but below-average, readers followed what we said. As far as writing goes, approximately 40 to 50 percent of the students followed our recommendations. It is harder to define agreement with our recommendations, however, because many students took Communications Skills or Business English. Some students with poor writing skills took those classes but avoided Writing 121. Finally, over a year's time about 30 percent of students did not take any writing classes at all. We haven't checked how often students took math classes in accordance with our suggestions. As I'll describe below, students who ignored our recommendations often succeeded anyway.

How many students does our voluntary testing program affect? Between 15 and 20 percent of students that have to go to new Student Registration take our tests. But you need to keep in mind that many students don't really need to be tested. Students who enter Health Occupations programs each fall took rigorous screening tests the previous spring. Many students are part-time, and many have prior college experience either here or elsewhere. Other students have recently graduated from high school and know their skills. Still others are deathly afraid of tests, and they enter college gradually and gently with a lot of support from counselors. Foreign students have taken rigorous exams on their proficiency in English and usually don't take our placement tests.

As students start courses in many departments, their teachers do additional screening. Math and Study Skills are examples.

As you can see, a lot of students don't really need to be tested. Still, we know full well that many more students should check their basic skills and get some advice on proper placement. It's helpful if all people who deal with prospective students suggest the tests to them. If most people here took it for granted that the testing was useful and talked positively about it to the students, it would influence more students. Even so, it's still not appropriate to test everybody.

Faults With the Present System

Why is the present system not solving our problems of getting accurate placement and accurate preparation for advanced courses? One point of view is that it is helping the students who do accept testing and placement. It may be the other students who have problems. If we required all students to be tested and required students to accept the placements which the tests indicated, perhaps the problem would be solved. If we were willing to test the students who I don't feel "need" to be tested, perhaps we would catch the students who do need to be tested.

We can evaluate this point of view by using available information here.

We have a lot of data on the students we have tested over the last couple of years. We know something about the courses they chose and grades they received. In addition, the testing textbooks and professional articles have described results at other colleges.

Let's start with the students' reading ability. It is obvious to any person with experience in education that students who cannot read English at all or who read, but read poorly, have almost no chance of success. This applies to vocational courses as well as college transfer courses.

But we have found we can't seem to link reading skills well enough to placements so that we can make a substantial difference in the students' achievement. We can measure reading ability somewhat. We improve the reading ability of some students a lot. We only make a minor difference for most students. And the improved reading ability by itself doesn't raise student success very much in other courses.

Let me share a few figures with you. We test students with the Reading Comprehension Test. It is part of the Comparative Guidance and Placement Program published by the College Board of Princeton, N.J. It is used by many four- and two-year colleges in America. It consists of eight passages written at the 13th grade reading level. There are 35 questions. One-half of our students miss more than seven questions. But it's worse nationally at other community colleges. One-half of the students nationwide miss about 12 questions.

Think about the meaning of these facts. The students

were tested on material similar to many textbooks. They were asked specific questions and permitted to look back at the passages to find the answers. If they did this poorly on a test, think of their added problems in doing your homework. Usually, they don't have study questions to guide their thinking, and they have much more to read at a time than three or four column inches. So they read many pages of material, they don't ask themselves specific questions about it, and you expect them to learn or memorize many parts of it. It's no wonder that college is difficult.

Given these facts about low reading skills, should we require the vast majority of our students to take reading courses? I don't think so. Here are some of the reasons. And I'm going to ignore the big practical problems of teaching reading to more than half of our students. Not to mention the undetermined question of how many months it would take before students' reading skills would improve enough to really make a difference in their chances of success in your class.

The first reason for not requiring reading for most students is that you instructors are giving decent grades to the overwhelming majority of the students. For example, 81 percent of the students with slightly below average reading scores (23 to 27 points) got 2.00 averages or higher in Fall 1979. And almost half of them (49 percent) got 3.00 grade-point averages. Even the lowest scoring students (1-16 questions right) did reasonably well. Sixty-six percent of them got C averages or better. And more of them would have succeeded, except that almost 20 percent of them dropped everything before finishing. If they had persisted and worked, their success would have been modest, but real.

You may wonder about the very best students—the ones who get 32 to 35 questions right. Only 88 percent of them get C averages or better. Five percent of them dropped everything, and some of the rest got some D's and F's. It's possible for good readers to do poorly and for poor readers to do well. (I have a lot more information. If you're interested, come by the Testing Office and ask to see it.)

This information seems to indicate that somehow most students are succeeding well enough not to need special reading courses.

In addition, there's a second reason. I got curious as to whether the students who took remedial courses related to reading skills would get better grades than students who ignored reading-related remedial courses. Although the figures are too complex to summarize easily, the basic answers are these: It helps the very poorest students the most to take the reading courses. With a reading course 61 percent of them got a 2.5 average. Without one, 40 percent got a 2.5. But almost equal proportions got 2.0 averages whether or not they took reading. For the below-average readers, other than the poorest readers, it doesn't help much in the chance of getting a C average, but a reading course helps about 10 percent more to get a B average.

Obviously not everyone's grades profit from reading courses. And many poor readers who skip remedial courses still succeed well.

If I were a doctor and the students were my patients, I'd be hesitant to prescribe a "reading course" treatment for everyone. It would help some and not others, and some would do fine without it and others wouldn't. However, taking all things together, I'd probably recommend that poor readers take reading courses. But if I knew some personal facts about them (their level of drive and self-confidence, their study skills, etc.), I'd recommend different things to different students.

The Gap Between Test Scores and College Grades

Our finding that test results don't correlate highly with college grades is very common in testing research. The mighty College Boards only correlate about 0.50 with college grades. And our C.G.P. Reading Comprehension Test correlates between 0.30 and 0.35 with college grades. (The precise level varies with the group of students we look at.) Lest you blame the test and say, "Get a better test," I should add it's probably not the fault of the test.

Since many variables influence college success, it's unreasonable to expect a reading test's results alone to greatly help us to place students and to greatly improve their grades. Hubert Blalock, the President of the American Sociological Association last year, made a comment in his presidential speech that fits here. He said that in order for social scientists to make a satisfactory explanation of any social phenomenon, they need a theory containing upward of 50 variables! If he's right, then in order to explain our students' success in learning you'd need to gather data on more than 50 characteristics of the students, of their friends and lives, of your teaching methods, and of other factors. Obviously, one reading test isn't enough. Yes, reading is important. But it's wrong to expect too much improvement from one or two tests and a few placements in basic skills courses.

Let me mention the "reading level" fallacy here. Some people believe that you should measure the reading levels of textbooks, measure the reading levels of students and then match up the two of them. But after I got into testing research, I discovered that the people who made up the reading level scales for textbooks were not using the same standards that the writers of reading tests were using. In fact, even reading test writers disagree. One college level researcher in New York tried our three popular college reading tests on his students. The tests often placed the students two or three grade levels different from one another. "If the thermometers aren't calibrated, how can you tell if you're cold?" (Think about it . . .)

Moreover, the so-called "reading level" scales only measure very shallow traits of books: their sentence length, length of words, familiarity of words, and the like. But the deeper things that make for intelligible

writing often go unmeasured. Many a writer can be superficially high-level, but tell the story entertainingly, build the argument in clear steps, apply theories and principles to examples effectively and be very helpful to read. So it's not reasonable to expect us to be able to predict from a test which students need remedial help in reading a particular book. Even poor readers could learn from well-written books, but good readers might be baffled by poorly-written books.

Besides the difficulty of matching reading tests to text books, it's hard to match reading tests to a teacher's lectures or tests. Teachers vary widely among themselves in how clearly they lecture. They vary in the depth and complexity of the knowledge they demand from their students on tests.

Since we use one reading test and one standard of recommendations for students who may take more than 1,500 courses from several hundred teachers using several thousand books, manuals, syllabi, etc., we've got an impossible job of telling from our test whether students can succeed.

There is another difficulty with the idea of testing students and placing them in classes for improving reading. It takes a reasonably long time to help average readers make a major improvement in their reading skills. And, as I indicated before, there may not be a great enough payoff in improved grades for average readers to judge the long investment of time to be worthwhile. But below-average readers with poor reading skills do find it worthwhile. Even so, the statistics we have gathered do not show the sharp increases in grades that we hope for.

What does work? Remember Blalock's statement that "upwards of 50 variables" are needed to explain a social phenomenon. That means that no one factor is crucial.

A Workable Testing Program

However, if one desires to test students and help them learn prerequisites they are missing, there is a strategy that tends to work. *You test for the specific prerequisite skills that a student needs to succeed in your particular class or program.* You avoid general tests. The testing that we do for the Math Department is a good example. It covers very specific skills that are definitely needed for success in later classes. Another example is our testing for skills in recognizing correct and incorrect English usage. We thought it was a prerequisite for success in Writing 121. (Our research seems to indicate that it isn't—but that's another story.)

How does one find the specific prerequisites? You analyze a lecture or a chapter in a textbook, and you look for the skills and knowledge needed to handle the new material that are not taught in this lesson. Those skills are prerequisites. You also analyze your tests and your assignments. "What do I demand," you ask yourself. If you demand that the students learn specific facts from the textbook and not learn the

research methods, you have in effect made the ability to find specific facts a prerequisite skill. Many students lack the ability to discriminate among facts, theories, concepts, definitions, examples, etc. You may have to teach this. If you demand that the students memorize certain things, you are presupposing that they know how to memorize something. Surprisingly, many students lack knowledge of effective memory techniques. You may have to teach it. Do you require the students to practice a skill until it's perfected? Many students do not know how to practice. They've never heard of visualizing the standard and comparing their results to it or slow practice or practicing small units or mental practice.

I haven't even mentioned any specific knowledge and skills that are unique to your course.

Who can do this kind of testing? The LCC Testing Office could not do it. The job requires too much diversity of testing. It looks as if the instructors in each course and in each program need to design their own tests. They need to analyze the knowledge and skills that students need for success in their courses, make sure that there is truly a sequence of courses so that placement is possible, and then create some tests, do the testing, place the students and help teach the deficient skills and knowledge. You will have to decide whether to persuade the students to remedy their deficiencies or to require them to do it.

It's not easy to do. Just ask people in our Math Department. Even though math has a very logical sequence of skill, the instructors have placement problems. Consider Math 101—College Algebra. A number of programs require it. Many students persist in trying to take it despite not having the skills to pass Introductory Algebra or Intermediate Algebra. Even after the instructors try to explain the likely bad consequences, many students won't listen. Most such students do have problems and decide to drop.

The implications are unpleasant. If instructors in a clearly structured field like Math have problems about getting students to face the reality of learning basic skills before advanced skills, imagine the problems that instructors in other areas will have! Undoubtedly even worse!

Yet I am still confident that it is a good practice to test for specific prerequisite skills, to provide help for students deficient in those skills, and to place them accordingly. Benjamin Bloom suggested it in the February, 1980, *Phi Delta Kappan*. This method is consistent with what the best teaching practices suggest, it is used in mastery learning problems, and it is being explored by at least one League for Innovation college, Cuyahoga Community College in Cleveland. And it is certainly better than our current practices. The only thing wrong with it is that it takes work to develop.

But if we do test and place for specific prerequisite skills, we'll end up less frustrated. That would be nice. ♪

ROGUE COMMUNITY COLLEGE
Grants Pass, Oregon

Student Services

RECRUITMENT, ADVISEMENT, RETENTION PLAN FOR RCC

Target Group	Activity	Timing	Responsibility	Priority
Students	Develop a data base on new students so counselors and faculty advisors will have information early in the term. (Student lists showing majors, test scores, classes for which registered, etc.)	Class lists during first four weeks	Student Services	A
"	Workshop/Orientation hold departmental What is a credit? An audit? How to read the quarterly schedule and catalog. How to drop and add, etc.	Prior to and beginning of quarter	Counselors/ Faculty advisors	A
Students with a declared major	Faculty advisors orientations to talk about their programs and become better acquainted with their advisees.	Beginning of each term, especially Fall	Faculty advisors/ Counselors	A
"	Meet with counselor upon entering RCC to determine program/career choice and appropriateness of choice.	When student applies to RCC	Counselors	A
Evening students	Address problems of registration, advising and getting required courses - structured orientation especially students trying to complete programs.	Summer, 1981	Student Services/ Instructional Office	A
Students	Initiate a "College 101", general education one credit course, required of all Freshman with no college experience. Involve all advisors to meet with their advisees one hour each week for discussion and problem-solving.	Early each term	Counselors/ Faculty advisors	B

Target Group	Activity	Timing	Responsibility	Priority
Working students	Combine weekend and evening schedules into a planned two year master schedule. Print and distribute brochure. Build in provision of dinner.	Summer, 1981	Instructional Office	B
Older students	Emphasize college studies for older students attending college.	1981-82 Marketing Plan	Student Services/ Instructional Office	B
Vocational students	Address needs and offer general education and special interest courses, on campus and on different shifts.	Fall, 1981	Instructional Office	B
Students	Develop a Student Handbook for readily available resource information.	1981-1982 academic year	Student Services	C
"	Consider a family tuition plan-e.g., first member pays full tuition, other family members attending simultaneously pay half tuition. Husbands and wives both attending pay 1 1/2 tuition. Grandparents of any full time student attend free on space available.	Fall, 1981	Student Services/ Business Office	C
Students with learning problems close to, or on academic probation	Develop an "early alert" system. Instructor-advisor awareness; have caring attitude and work closely with other instructors. Send names of students who did poorly on midterm examinations to counselors. Counselors will contact the students to explore alternatives for succeeding.	Continuous	Counselors/ Faculty advisors	A
"	Counselors scan lists provided to the Registrar of all students and the grades received. Make special note of students with borderline G. P. A.'s and/or on academic probation.	First part of quarter	Counselors	A
"	Send personal letters to first term probation students. Assign a counselor to second term probation students for advising and conference	Continuous	Counselors	A

Target Group	Activity	Timing	Responsibility	Priority
Students with learning problems close to, or on academic Probation	Establish a more structured tutoring service. Develop a list of tutors-possibly financed through Learn & Earn.)	Continuous	Instructional Office	A
Non-attending students	Mail post cards to students from the instructors noting concern over lack of attendance.	Continuous	Faculty advisors/ Counselors	A
Withdrawing students (official Withdrawal)	Require any full-time student who is withdrawing to have an exit interview with a counselor to determine cause and possible alternate plan of action. Develop list of questions to find reasons for withdrawal.	At time of withdrawal	Counselors/ Faculty advisors	B
"	When a student asks for a transcript to another school, alert counselors so they can find the reason for dropping out or transferring.	Continuous	Counselors/ Faculty advisors	B
Students who do not officially withdraw	Have instructors telephone or send a personal note expressing concern.	Continuous	Faculty advisors/ Instructional Office	C
Students who did not register	Have students (SSA's) phone them: What are they doing now? Why didn't they come back? Use computer generated lists of previous and present terms.	First part of quarter	Counselors	B
Students and all staff	Encourage activities which involve students and staff to promote a "we" feeling and a greater committment to RCC.	Continuous	Student Services/ Instructional Office	A
Students and high school students	Financial aid workshops and advising.	Continuous	Financial Aid Office	A
Potential Students	Develop slide presentation on various programs/services	1981-1982 academic year	Student Services/ Media	A

Target Group	Activity	Timing	Responsibility	Priority
Students and faculty	Develop a survey; use class time to have students complete, OR have them at cafeteria tables, OR cover some key classes. Ask questions like: What problems are you encountering with your degree requirements? If you were writing your own degree requirements how would they differ from the current requirements? How could dounselors/instructors help with problems you are currently facing?	Winter quarter	Student Services	C
Former and potential students	Develop an alumni group to assist with recruiting and advising.	1981-82 academic year	Student Services	C
Counselors, Faculty advisors, and all staff	Promote the attitudes of caring and being interested. Listen. Place each student where he/she needs and wants to be by taking into consideration abilities and desires. Ask about career intentions. Be sure developmental classes do not discourage recruits.	Continuous	Student Services	A
Faculty advisors	Choose staff who want to be faculty advisors and who feel they can have a positive effect on students and retention. Provide adequate training/workshops for advisors	Spring and pre-Fall quarters	Student Services/ Instructional Office	A
"	Continue communications with four-year schools to be better informed of curricula, required electives and new programs	Continuous	Student Services/ Instructional Office	A
"	Continue to develop evaluation procedures for student progress, i.e., grades.	Fall, 1981	Instructional Office	A
Faculty advisors and all staff	Orientation of all staff to illustrate the positive effect staff can have on retention.	Fall, 1981	Student Services/ Instructional Office	A

Target Group	Activity	Timing	Responsibility	Priority
Faculty advisors	Develop ways to keep in touch with advisees throughout the term, especially first term students.	Fall, 1981	Student Services	B
Instructors	Give awards for outstanding service to instructors. Inform public about special things instructors are doing.	Spring, each year	Instructional Office/ Media	B
Faculty advisors and all staff	Be aware of and understand high risk students' failure syndrome. Work on an expectation of success, e.g., "Success breeds success" attitude.	Fall, 1981 In-Service	Student Services/ Instructional Office	B
High school students	Initiate a summer "Gifted and Talented" program for high school students.	Summer, 1982	Instructional Office	A
High school students	Develop a colorful general brochure to appeal to high school students making a college selection.	Spring, 1981	Public Information/ Student Services	A
High school vocational students and faculty	Complete articulation transfer agreements with local school vocational programs.	Spring, 1982	Instructional Office	A
Middle school and high school students	Have a Fair, e.g., Humanities/Science symposium. Students bring their own projects and compete with other district students in math, drawing, etc. (College decisions often made in elementary and junior high school.)	January, 1982	Student Services	A
High school students	Prepare a recruiting film for widespread use.	Spring, 1982	Student Services/ Media	B
High school seniors	Obtain a list of seniors from the district high schools and have mailings, e.g. lists of free workshops each term, "Seniors Day" with films and rock group at noon, sponsored by Student Board. Plan some demonstrations, placement testing, tie with high school-college relations visitation day.	Continuous	Student Services	B

Target Group	Activity	Timing	Responsibility	Priority
High school students and - parents	Print and distribute an "early college" brochure to local high school students and their parents.	-on hold-	Student Services/ Instructional Office	C
General public	Buy the TV commercial made by the University of Utah for \$200. They will adapt it to RCC for the price.	Registration periods	Student Services	A
"	Provide local newspapers with pictures and stories of instructional programs and student activities.	Continuous	Public Information	A
"	Develop computerized mailing lists. Use names from workshops special classes, etc. Make a practice of asking for names and addresses and use a code for the activity from which we got the name. Code would indicate types of mailings to be sent.	Continuous	Student Services/ Public information	B
Government employees, Mechanics, real estate and any certification/licensing employees	Design and offer certification programs.	Spring, 1982	Instructional Office	B
Senior Citizens	Have displays in the library, e.g., paintings by senior citizens in art classes, ceramics, etc. Bring things made. Serve refreshments. Senior citizen students tell what they are doing. Computerized mail list and target groups, etc. Talks on "Living with Inflation", energy, microwave cooking demonstration.	Continuous	Student Services/ Public Information	B
87 "	Promote a Senior Citizen Olympics.	Spring, 1981	Student Services	B

RAR (Recruiting-Advising-Retention) Team: Cal Baker, Greg Fishwick, Gary Gates, Margaret Geer,
Tension Haley, Chairman Jim Maffett, Glen Nielson, Trish Padgett, Dottie Walters

5/81

TH:lc

CLACKAMAS COMMUNITY COLLEGE

June 10, 1981

M E M O

TO: John Keyser, Dean of Students

FROM: Vince Fitzgerald

SUBJECT: Task Force on Retaining Students through Advising, Counseling and Career Planning

This is in response to your memo of May 18, 1981 to Jim Roberts in which you request information on advising and retention programs that exist on our campus.

As the Chairperson of the subject Task Force, the following outline is submitted for assistance in completing this year's consortium effort:

I. We have broken down our efforts into the following recognizable and convenient areas:

1. Placement Testing:

Clearly identifying those who are required to take placement test, and tightening recording information and follow-ups.

2-3. Advising for Registration:

Faculty serves as consultants in the mall during Fall registration; students in certain specified majors are advised in a group each quarter, some are pre-registered for the next quarter, while still in class the previous quarter; counselors serve as liaisons with each department and facilitate instructor-student contact; college orientation classes introduce new students to the advising process as well as to the rest of the standard orientation material.

4. Developmental Education:

This area deals specifically with students who lack basic skills and have yet to demonstrate an ability to succeed. The Task Force recommends that broader options be provided these students, including, particularly, GED and ABE.

5. Advising High Risk Students:

A prompter and more detailed tracking system is being recommended, as well as setting up a Review Committee to recommend referrals of who are not succeeding at Clackamas Community College to the Dean of Instruction.

6. Career Development and Placement Center:

This Center is to become a more integral part of the student retention process. The services are manifold; they only need to be better integrated into the advising process.

7. Monitoring Student Progress:

The counseling department will encourage and facilitate maximum involvement by faculty in monitoring the progress of students; first of all, in their classes by "counselor referral" forms turned over to departmental liaison counselors. Better defined norms for referral have been recommended. Secondly, a computer list of majors will be available to each respective department, with suggestions as to how these students can be more personally assisted in their major.

Retaining Students Task Force Memo Cont'd.

- II. We have an on-going and active Task Force on Student Retention through Advising, Counseling and Career Guidance.

The basic organizational structure of the Task Force covers all pertinent areas of the college working with student retention: Counseling-three members and one consultant; Occupational programs-one member; Transfer programs-two members; Study Skills and Developmental Education-one member; Adult High School and Basic Ed program-one member; Administration-two members and one consultant; and Career Ed-two consultants.

Seven (7) sub-committees investigated, discussed and prepared recommendations pertaining to Placement, Advising for Registration, Developmental Education, Advising High Risk Students, Career Development and Placement, and Monitoring Student Progress.

The Task Force assignments were closely tied to the structural representation of the committee, as will be the subsequent monitoring of the implementation of the accepted recommendations.

- III. The successes of the Task Force are substantial in breadth and depth. Having previously worked on retention of high risk students by means of a Guided Studies Task Force, the Student Retention Task Force expanded the efforts in this direction to all students. We went into intense detail attempting to initiate a faculty advising system. The "failure" in this process was the familiar "failure to communicate" effectively. Different definitions of "advising", plus the lack of agreement on how much work this would entail, and the amount, if any, of compensation due if the faculty work load were increased bogged down the work of the committee to a near standstill.

After recognizing that the matter was subject to "negotiations", the Task Force, following the direct mandate of the college president, readdressed itself to the goal of retaining students in a broader, more voluntary, yet monitored process. The programs recommended have been identified under "I".

The two consortium activities at Mt. Hood Community College and at Bend provided us with new information and an opportunity to discuss and explore options with personnel from other colleges, as well as within our own group.

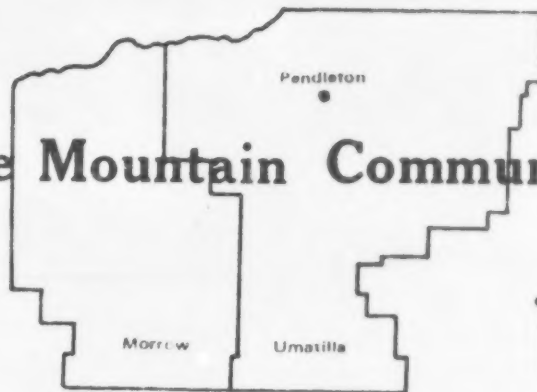
Peer Task Force efforts were facilitated by the financing and priorities of the Deans' Consortium.

- IV. To evaluate this year's consortium effort is simple. For Clackamas it has provided the instrument and impetus for effective improvements in student monitoring and retention procedures. Next year, when the new procedures are implemented, will be the real test as to how effective these procedures will be in retaining students.



Ronald L. Daniels, President

Blue Mountain Community College



RECEIVED
JUN 4

June 1, 1981

Dr. John Keyser
Dean of Students
Mt. Hood Community College
26000 S. E. Stark Street
Gresham, Oregon 97030

Dear Dr. Keyser:

This letter is directed to you regarding BMCC's campus activities associated with the Dean of Students' Consortium effort for 1980-81.

Question A. What promising advising and retention programs or practices exist on your campus?

Response--BMCC has operated a faculty advising program to varying degrees since 1965. The current practice is to assign all entering full-time (12 or more credit hours) students to a faculty advisor in their area of study.

Each student after taking a placement exam is given a 20 minute registration appointment with their faculty advisor. It is BMCC's belief that proper advising is the most significant factor in the retention of students. Based upon this belief, the college has given a great deal of time and effort in order that the fall registration process is student-success oriented. Advisors are given as much information as possible (transcript, placement test scores, special needs, career orientation) before seeing each student. With the information provided, advisors feel that a 20 minute appointment is sufficient to assist a student in planning a schedule that will be compatible with interests and abilities. After registration, all changes of program must be approved by that same advisor. Hence, the advisor becomes the most important step in registration and/or related activities. It is the practice to give mid-term deficiency notices to students with "D" or "F" standing. A copy of that notice, as well as final grade reports, are also provided to advisors.

The procedure is designed to keep the advisor and advisee together from the onset through to graduation. That same advisor is the person who verifies that his or her advisee has met the requirements for graduation. If the student would happen to drop out, stop out, or show erratic attendance patterns, the advisor is notified and is provided the necessary information in order that the student might be contacted personally by the advisor.

AFFIRMATIVE ACTION - EQUAL OPPORTUNITY EMPLOYER

2411 N. W. Carden P.O. Box 100 Pendleton, Oregon 97801 Area 503-276-1260

Dr. Keyser
Page 2
June 1, 1981

The mechanical process of registration must take into account the individuals it serves. The person must feel the process was developed to assist he or she, not to destroy. We feel positive about our approach and it's commitment to students and their success.

Question B. Have you organized a campus-wide task force on advising and/or retention? What is its basic organizational structure.

Response--In the Fall of 1979 BMCC organized a campus committee within the institutional governance structure to deal with the question of retention of students. The first year of that effort saw little activity directly related to students. The emphasis rather was toward improved faculty inservice and modifying the mechanics of registration. With the renewed encouragement of the 1981-82 Deans' Consortium, the campus committee was expanded and took a change in direction. The committee was to include additional faculty advisors and moved its interest from the mechanical registration procedure to human problems of interests, abilities, compatibility, etc. The committee covers all departments on campus as well as the academic deans. Leadership is from the student services and academic, administrative areas.

Question C. Summarize successes or failures of task force activity. What accomplishments were facilitated by the task force and the consortium activities (fall and spring workshops).

Response--

Successes

Failures

Increased participation on the part of faculty in retention efforts.

None

A renewed awarness for the need of placement activities for all students.

A commitment on the part of the institution to continue to humanize the registration process.

A renewed desire to participate with the area high schools in career guidance activities.

New ideas for advisor training sessions.

For BMCC, the consortium activity this year was a completely positive experience. Our institution both in dollars and time supported the suggestions and directions of the campus committee. Because increased numbers of faculty were involved this year in consortium activities, on campus interest and involvement has been dramatically increased.

Dr. Keyser
Page 3
June 1, 1981

The following are expenses incurred during 1980-81 for consortium activities:

Fall Mt. Hood Conference--

Travel, Meals, Lodging, and Registration for Nine \$661.56

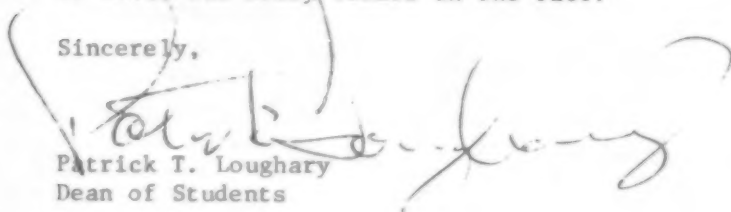
Spring Bend Conference--

Travel, Meals, Lodging, and Registration for Eleven 1,349.20

TOTAL \$2,010.76

An additional amount of \$500 has been set aside for Fall 1981 preservice and/or area high school career guidance activity. The campus committee is at this time evaluating presentations made at the spring conference to determine what direction to focus the money toward in the fall.

Sincerely,



Patrick T. Loughary
Dean of Students

PTL/mfc

UMPQUA COMMUNITY COLLEGE
Roseburg, Oregon
June 1, 1981

MEMO

TO: Dr. John Keyser, Dean of Students

FROM: Jim West, Dean of Students and Occupational Education

SUBJECT: Consortium Report

1. WHAT PROMISING ADVISING AND RETENTION PROGRAMS OR PRACTICES EXIST ON YOUR CAMPUS?

- a. Early Warning System--Instructors may provide for student notification of academic deficiency in a course by marking a special column on the "Second Enrollment" roster distributed by the Registrar's Office. In this event, notification to the student may be in the form of a phone call or letter from the Registrar's Office or the Counseling Department.
- b. Mid-Term Status Report:
 1. Instructors must send written notification of students who are failing at mid-term to the appropriate dean by Monday of the seventh week. However, instructors maintain the option of sending out mid-term reports any time throughout the quarter.
 2. The appropriate dean will mail Mid-Term Status Reports within three working days following receipt from instructors.
 3. The Mid-Term Status Report is to be used to indicate only those students who are failing or in danger of failing.
 4. This policy applies only to the regular school year, not to summer term.

2. HAVE YOU ORGANIZED A TASK FORCE ON ADVISING, RETENTION OR STUDENT SUCCESS?
IF YOU HAVE ORGANIZED A TASK FORCE, WHAT IS YOUR BASIC ORGANIZATIONAL STRUCTURE?

The Recruiting, Advising, and Retention (RAR) Committee was formed in the Fall of 1980. The committee is comprised of 9 individuals representing a broad cross section of faculty in addition to the Dean of Students and a committee coordinator. The purpose of the committee is to define problems, suggest ways of improvement, and cite examples of successful techniques used in recruiting, advising, and retention of community college students. In organizational structure the committee informally resembles the Retention Steering Committee model proposed by Dr. Lee Noel as outlined in Bill Segura's paper.

3. SUMMARIZE SUCCESSES AND FAILURES OF TASK FORCE ACTIVITY. WHAT ACCOMPLISHMENTS WERE FACILITATED BY THE TASK FORCE AND THE CONSORTIUM ACTIVITIES (FALL AND SPRING WORKSHOPS)?

The major accomplishments of the UCC task force on recruiting, advising and retention are:

- a. Assignment of the coordination of the recruiting function to one person--Previously the campus recruiting efforts were not coordinated or formalized. Recruiting was performed on an individual, departmental level. Under the new program UCC recruitment will be coordinated by the Director of Counseling thereby avoiding a fragmentation or duplication of efforts.
- b. Impact on Spring In-Service Organization and Content--Based on the recommendation

Memo to: Dr. John Keyser, Dean of Students
From: Jim West
June 1, 1981
Page 2

of the RAR Committee, the format for spring In-Service was changed from a guest speaker symposium to a day of In-House departmental and interdepartmental meetings. The meetings provided faculty an opportunity to evaluate the progress made this year and to assess the needs of the upcoming year. Part of the day was spent discussing a new advising system.

- c. Instructor Participation in Advising Process--Based on the recommendation of the RAR Committee, the Deans of Vocational Education, Transfer Education and the Dean of Students have elected to involve instructor participation in the advising process. Instructors from all vocational programs will assist students with their class schedule at a block scheduling session previous to registration. Faculty will assist students enrolling in their department only. At this time proper class sequences for the year can be reviewed. Pre-requisites and instructor approval will also be handled during this session.
 - d. "RAR FACTS"--The RAR Facts is a periodical presented by the RAR Committee. Like the Committee, the purpose of the newsletter is to define problems, suggest ways of improvement, and cite examples of successful techniques used in the retention of college students. The newsletter has been successful in stimulating thought on retention, raising retention awareness among faculty, and developing a general campus-wide interest in retention and the RAR Committee. It is also a staff development tool which is aimed at giving deserving faculty members positive reinforcement for their retention efforts. Copies of the RAR Facts to date are attached to this report.
4. WHAT IS YOUR EVALUATION OF THE STRENGTHS AND WEAKNESSES OF THIS YEAR'S CONSORTIUM EFFORT?

STRENGTHS:

1. The consortium provided the impetus for the UCC retention effort. Because the consortium represented a state-wide community college effort, it provided a level of concern, unity, and purpose that was necessary to the development of our program.
2. The Mount Hood Community College Conference on Student Retention provided information which we found extremely useful in the development of our own retention program. Of particular help was the information provided by Dr. Noel on the First Steps in Starting a Campus Retention Program. We felt the Fall Conference was responsible for getting our Retention Committee "off on the right foot."
3. The consortium fostered better articulation with other community colleges resulting in the "esprit de corps" essential to the promotion of student success.
4. Attached are reports on both the fall and spring conference.

WEAKNESSES:

1. Better preparation and organization on some of the sessions at the Bend Conference, i.e. replacement panelists for the Motivating Students Workshop were not prepared for their presentations. Perhaps better planning could have prevented the problem.

Memo to: Dr. John Keyser, Dean of Students
From: Jim West
June 1, 1981
Page 3

2. Our committee felt that additional opportunities to meet with other colleges would have been beneficial. One day or half-day workshops to compare progress and renew ties would have been helpful.

JEW/md

RAR Facts

Volume I, No. 8 June, 1981

Umpqua Community College

CARING

In the previous issues of the RAR Facts we have attempted to define problems, suggest ways of improvement, and cite examples of successful techniques used in recruiting, advising, and retention of community college students. We have covered a variety of topics ranging from specific in-house concerns to more theoretical matters. Our focus as a committee, as well as with the RAR Facts, has been on improving the quality of education for students. We recognize, however, the meaninglessness of our efforts as educators if our involvement lacks one critical ingredient--caring. We see the importance of caring not only in terms of student needs, but also as it pertains to our relationships with one another, and as it effects the institution as a whole.

Unfortunately, caring has become identified as the rather hackneyed cure-all for a generation of self-proclaimed armchair psychologists. But most good ideas are simple, and whether or not the concept of caring appears overused, hackneyed, or corny, it is central to the effectiveness of our educational system. What then is "caring," and how can caring be applied to benefit students and staff at UCC?

Caring is the antithesis of simply using another person to satisfy one's own needs. Caring is a process, a way of relating to someone that involves development. In the most significant sense, to care for another person is to help him grow and actualize himself. In caring, one perceives what one cares for as having worth in its own right with needs that are to be respected (Mayeroff, pp. 1-10).

One area which demonstrates the effect caring can have on others is seen in the student/teacher relationship. How a teacher really feels about students is communicated to them through his/her daily behavior. In this sense caring is much more than a verbal affirmation--caring is teacher behavior (Roueche and Snow, pp. 117-121). Roueche further acknowledges that teacher expectations, be they positive or negative, are a powerful predictor of student success or failure (Roueche, pg. 48, 1976). If an instructor is indifferent and uncaring in his/her response to certain students, in all probability those same students will be indifferent and uncaring toward the class and hence more likely to fail.

Roueche suggests five ways teachers can demonstrate caring or show positive expectations for students (Roueche, pp. 48-50, 1976):

1. Teachers should know their students--know the student as an individual, as a unique human being, to the point you can call him/her by name in or out of the classroom situation.
2. Attend to each student--attempt to involve all students in classroom experience. Remember, teacher behavior is what students observe most.

→ *recruiting* *advising* *retention* ←

3. Affirm students as "okay" people--often behavior is the product of the individual's own belief that he/she can or cannot do something. If students are affirmed in terms of teacher expectations to be "okay" people, their motivations and attitudes will improve.
4. Give of self to students--accessibility to students is the key. Students sense how willing teachers are to be interrupted or bothered. A teacher who will take time to seek out students indicates caring.
5. Daily monitoring of student achievement--assists teacher in finding out exact point at which students become confused. Allows teacher to rectify problem at point of confusion. Affords student immediate positive feedback.

Students, faculty, classified staff, administrators, and board members all share equally in the responsibility of creating a caring environment--an institution committed to the growth and mutual respect of all the individuals it serves and supports. Obviously, we the staff of UCC have as much to gain from a caring environment as the very students we serve. Also, as UCC staff, we must trust our ability to provide a climate friendly to learning and working, and to learn from student reactions and one another what works and what does not. Only through an honest assessment of who and what we are as an institution, and only with an honest attempt to become what we would most like to be, will the benefit of caring be realized:

*In the sense in which a man
can ever be said to be at home in the world,
he is at home not through dominating,
or explaining, or appreciating, but through
caring and being cared for...*

M. Mayeroff

GOODBYE!! HAVE A BEAUTIFUL SUMMER. AND MOST IMPORTANTLY, TAKE CARE.

--Carol Greeban
RAR Committee

Milton Mayeroff, On Caring. New York: Harper & Row, 1971.

Robert Rosenthal and Lenore Jacobson, Pygmalion In The Classroom. Holt, Rinehart and Winston, Inc., 1968.

John Roueche, "Creating an Environment for Learning." Community and Junior College Journal, 1976, 46, 48-50.

John Roueche and Jerry J. Snow, Overcoming Learning Problems. San Francisco: Jossey-Bass, 1977.

RAR Facts

Volume I, No. 7

June, 1981

Umpqua Community College

FACULTY ADVISING--OPPORTUNITY OR DRUDGERY?

A state department survey completed last year indicated that faculty reaction to student advising ranged widely. While many faculty volunteer to be involved in student advising and see it as an opportunity to improve their program, many others are strongly opposed to adding another task to their teaching load. Although UCC is the only Oregon Community College which does not formally involve faculty in student advising, our feeling toward faculty advising appears to be as mixed as faculty reactions on other campuses.

Periodically UCC faculty indicate that faculty advising has benefited their students and programs. The Nursing Department has scheduled their own students for years and the Engineering staff have suggested doing the same on several occasions. Also, a number of individual staff members in various areas have volunteered to be faculty advisors. Last Fall the staff of the Automotive and Industrial Technology departments expressed an interest in becoming faculty advisors and requested training to facilitate that end. As a result, the Deans requested that an advising process be developed in the occupational programs to include faculty advisors.

At about this time the Recruiting, Advising, and Retention (RAR) Committee was formed as a result of a student services consortium grant. The RAR Committee was asked to be a "sounding board" and make some recommendations on advising because committee members represented each division on campus in addition to the deans and counseling staff.

In the course of the committee discussions reasons why most colleges are displeased with advising results and effectiveness became evident: 1. not all staff want to, would or could be good student advisors. Training people who don't want to be advisors and do it only by force has never been effective. Some people just don't make good advisors even if they want to. 2. Advisors assisting students in the entire advising process has not been very effective. One problem in this area is that most schools assign students to advisors with no regard for the students' planned course of study. Another problem is that advisors assist in career selection, program selection, and class scheduling while counselors are assigned only to those students who are really undecided.

The RAR Committee members felt that advising would be much more effective if: 1. Departments decided who would be advisors based on willingness, attitude and advising skills, and 2. Advisors were limited in responsibility to those areas where they were most qualified, that is:

- a. Work only with students in the advisor's major teaching area.
- b. See only students whom counselors had completed counseling as to career selection and program choice.
- c. Assist students with scheduling the proper classes and requirements for the student's major.

This plan is built upon the strengths of both counselors and faculty. Counselors have the training expertise and practice to do the initial counseling; instructors know their own program and the intended sequence of classes better than anyone else because they organize and teach the classes and develop the yearly schedule of offerings.

recruiting advising retention

It became evident last fall that counselors can no longer effectively see all students on an individual basis to accomplish career planning, program selection and class scheduling. Past experience has also shown that a large number of students all in the same major can be assisted with planning their class schedule without requiring much more time than it takes to schedule a single individual. By grouping new students into common majors, and assigning a planned time to schedule classes, faculty could assist most of their students in a short block of time and answer all the specific details about their program -- details which counselors don't always have. This would allow counselors the time to see all students for more indepth advising and counseling. It is also felt that retention in the occupational programs will be improved if instructors are involved in placing students in their programs.

The proposed advising process for occupational majors is as follows:

Monday, July 20 Counseling sessions begin. New students meet individually with a counselor to determine career goals and college program of study. Students will then be scheduled to return to campus the first week of registration to meet with departmental staff and plan their class schedule. They will register immediately upon completion of their class schedule. Advisors will have a planning sheet for each attending student -- containing placement scores and required classes, counselor notes on major, hours of work, student plans, and a schedule section to fill in classes selected. Counselors will assist each session.

Tuesday, Sept. 8 Registration begins (NO ADDS OR DROPS WILL BE ALLOWED THE FIRST WEEK)
9 a.m. - 6 p.m. Returning students A-E register.
1 - 3 p.m. New students in Engineering and Drafting meet for class scheduling with department staff in Jackson 14 and 15.
3 - 6 p.m. Students completing schedule will register.

Wednesday, Sept. 9 Registration continues
9 a.m. - 6 p.m. Returning students F-K register.
10 a.m. - noon: New students in Business will meet with departmental staff for class scheduling in Tec. Building.
1 - 6 p.m. New Business students register.

Thursday, Sept. 10 Registration
9 a.m. - 6 p.m. Returning students L-Sea register.
10 a.m. - noon: New Automotive and Industrial tech students meet in Tec. 14 and 15 to plan class schedule with department staff.
1 - 3 p.m. Automotive and Industrial tech students register.
1 - 3 p.m. New Forestry students meet with department staff to plan class schedule in Jackson 14.
3 - 6 p.m. New Forestry students register.

Friday, Sept. 11 Registration
9 a.m. - 6 p.m. Returning students Seb-Z register.
10 a.m. - noon Returning nursing students plan class schedule and register.
1 p.m. - 3 p.m. New student nurses plan class schedules.

Monday, Sept. 14 9 a.m. - 4 p.m. New and returning students registration on as come basis. Counselors will do both counseling and scheduling of students' classes until school starts. Students will take planning form for departmental approval the first week of classes.

I hope this issue of the RAR Facts will help clarify the proposal on the new advising system. If I can be of further assistance to you, please let me know.

-- Leon Young

→ RAR Facts ←

TO: All Faculty
FROM: Recruiting, Advising, Retention (RAR) Committee
SUBJECT: CONFERENCE ON STUDENT SUCCESS

On April 30th and May 1st of this year UCC's RAR Committee attended a Conference on Student Success sponsored by the Dean of Students' Consortium. The conference, which took place at the Inn of the Seventh Mountain in Bend, Oregon, was funded by the State Department of Education. The purpose of the conference was to provide the sharing of ideas and plans that work to promote student success in Oregon's 13 Community Colleges. Five main areas were covered:

- A. Perspectives on student success from presidents, faculty, staff and students.
- B. Reports on the Dean of Students' Consortium activities funded by the State Department of Education.
- C. Information on noteworthy special projects that improve student success.
- D. Reports on special efforts to refine existing student support systems.
- E. Information on classroom strategies and techniques.

The above multi-track model permitted participants to attend a wide variety of sessions relevant to their area of interest. Because the conference covered a great deal of information, this report will concern itself only with some of the major points presented in each track and conclude with a brief synopsis of Dr. Edward Wolpert's presentation on Student Perceptions of Gross Injustices in the Classroom.

PERSPECTIVES ON STUDENT SUCCESS: Faculty representatives from SWOCC, BMCC, and MHCC emphasized the importance of recognizing the student's motivation for taking classes, e.g. getting away from the routine of their daily lives, children, etc. It was also stressed that faculty need to remind themselves that attendance in college is voluntary and therefore contingent upon the quality of instruction. The SWOCC representative suggested that instructors be trained in group discussion leading techniques to assure variety and higher quality in methods of presentation.

Creating an Environment to Promote Student Success was the topic covered by student government leaders from PCC and MHCC. Students from these colleges were concerned with some of the following issues:

→ recruiting advising retention ←

1. Easy access to faculty.
2. The need to be looked on as an individual by instructors--not just as an FTE.
3. Encourage students to serve on committees.
4. Student-staff socialization opportunities.

CONSORTIUM ACTIVITIES: The most comprehensive report on the consortium activities was contained in Bill Segura's (Counselor, Chemeketa CC) presentation on Retention Team Building. While doing research for the Oregon College Deans of Students, Segura developed the steps needed for a systematic approach to retention activities:

1. Get a decision on the structure and scope of the retention team.
2. Establish a college policy on student retention.
3. Set explicit institutional goals with regard to student retention.
4. Put together a "fact sheet" with statistics about your college's retention/attrition rates and some possible conclusions drawn from them.
5. Keep a "track record" so that you can reward the exemplary programs and activities and encourage the rest.
6. Do not limit your thinking to the "tried and true."
7. Do not be afraid to share what you are learning professionally.
8. Be sure to notice the change in the attitudes of both staff and students as both begin to experience the exhilaration of success.

SPECIAL PROJECTS: The Career Center and Career Courses session presented student support programs at PCC, RCC, and Clackamas CC. The significant features of these programs are:

1. All are concerned about teaching the "work ethic," self-sufficiency, and personal independence.
2. All stress the importance of placement.
3. Portland CC concerns itself with those things that cause most non-traditional students to drop out, e.g. day care, family counseling. They operate a cooperative day care program that has been very successful. They use 10% of the vocational grant monies as seed money, charge a small fee, and have those students using the Center also participate in the work.

REFINING OF EXISTING SYSTEMS focused on Advising Systems and the Training of Faculty Advisors, Cutting Through the Red Tape in Registration Systems, and Mandatory Placement Testing. Of particular interest was the report Rogue CC gave on the faculty advising process they implemented last year. Previously they operated with an informal faculty advising system similar to what we have at UCC. When the Dean of Instruction mandated the new system, each department was required to assign students to faculty advisors. To facilitate the change, faculty was required to attend advisor training sessions. The sessions trained advisors in how to relate to students as individuals, effective confrontation techniques, ways of dealing with academic problems from a behavioral standpoint, and placement test interpretation. Results of the new advising process were:

1. Increase in quality of advising.
2. Increase in faculty involvement with students.
3. Enhanced image of the counselors.
4. Better communication between faculty and students.

Lane CC found ways on how to cut through the red tape in registration systems by using the following:

1. A "consent table." All courses that require "instructor approval" are okayed at the table. Faculty man the consent table.
2. Students (other than financial aid and sponsored) may elect to initially pay only 1/3 tuition with the remainder paid in installments throughout the term.
3. On-line up-to-the-minute data--e.g., class count, etc.
4. On-line financial aid information.

The point that there is no absolute perfect testing method, or test for placement, was emphasized at the workshop on placement testing. However, if testing is used properly, it can be an invaluable tool to advisor and student alike. The key to successful placement testing lies in having advisors who are proficient at interpretation of test results.

The highlight of the conference was Dr. Wolpert's insightful and humorous presentation of his study on STUDENT PERCEPTIONS OF GROSS INJUSTICES IN THE CLASSROOM. An injustice is defined as an act perpetrated upon students by a college instructor which is unfair, unjust, inconsiderate or inequitable and which takes advantage of the instructor-student relationship. The study determined that the most frequent and serious injustices fell into two categories--behaviors reflecting instructional incompetence and behaviors reflecting unfairness to students. According to Wolpert, injustices most experienced by students are:

1. Gave test items on content not covered in class.
2. Spoke at length about personal matters having nothing to do with the course.
3. Taught by reading verbatim from a book.
4. Mismanaged the class time during the quarter so that near the end the course content came at a hectic pace.
5. Required you to buy a book, perhaps an expensive one, and then never used it in the course.
6. Demanded much more work than was warranted by the credit offered by the course.
7. Taught a course whose content had very little to do with the title or catalogue description.
8. Changed the course objectives or grading criteria during the quarter.
9. Spoke negatively about a student in front of other students.
10. Encouraged you to speak out in class, but when you did, he ridiculed you or otherwise embarrassed you.
11. Was unable to admit that he had made an error although it was apparent that he had done so.

12. Required you to attend every class session but missed class sessions himself without any excuses.
13. Was unable to demonstrate something he expected you to be able to do.
14. Told the class that the course was so hard that he expected many of the students would be unable to pass it and they should drop the course.
15. Lowered your grade as a result of your exceeding the number of absences permitted.
16. Evaluated your achievement in a class but would not tell you the basis for his evaluation.

Wolpert suggested that the present study could be used in a more meaningful and fair way if a follow-up study was done on what faculty perceived to be unjust and inconsiderate student behavior.

In addition to the wealth of information presented in the workshops, the conference gave Oregon Community Colleges an opportunity to compare and assess the progress they have made in promoting student success. Should you desire further information on the Conference, please contact Carol Greeban at extension 620.

--RAR Committee

RAR Facts

Volume I, No. 6 April, 1981

Umpqua Community College

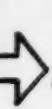
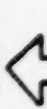
MOTIVATION AND RETENTION

Studies on college attrition reveal an excessively high dropout rate for students entering community colleges. Furthermore, it is estimated that only 10 to 20 percent of the community college students who continue their education graduate from a 4 year college within 5 years after completing high school (P. Cross, 1974). In light of such information, it is understandable that retention of students is a major concern to postsecondary education. Many factors have been cited as contributing to attrition, including many beyond the control of faculty, counselors, and administrators, e.g. a student's high school grades or personal problems. However, one area seen as crucial to a student's ability to remain in school, and an area in which faculty have influence, is student motivation. Some researchers believe that motivation is the key to the attrition problem and suggest that to rekindle hope and enthusiasm for learning would make more progress toward reducing attrition than anything to date (Cross, 1974).

Two areas which researchers have found to be important in retention of students and tie in directly with motivation are: students' plans/expectations and students' commitment.

Research indicates that the higher the level of education a student plans to complete and expects to complete, the more likely the student will persist (Tinto, 1975, ten studies cited; Pantages and Creedon, 1978). Of course, it should be noted that college staff have only a partial influence on students' plans and expectations. However, if faculty and counselors encourage students to complete a program and help them to plan the steps needed to complete it, student motivation and retention will be improved. In addition, if faculty and counselors encourage students to believe that completing a program or getting a degree is realistic, possible, and desirable, student motivation and retention will be increased.

Central to the issue of student retention and motivation is the student's level of commitment to a particular program of study. The more committed students are to the goal of completing a program, the more likely they are to persist (Tinto, 1975, four studies cited). Because the decision to commit oneself to gain an accomplishment is deeply personal, college staff again have only a partial influence on students' commitment. However, if college staff directly ask students to commit themselves to the goal of completion of something (assignment, course, program, etc.), they are more likely to get it. Staff can also enhance student motivation by helping students see ways in which completion of a course or program is rewarding and desirable. When relevant to the student and situation, faculty can illustrate the benefits of program completion, e.g. increased or new skills, job advancement, higher pay, more interesting work, sense of accomplishment, etc.

 *recruiting advising retention* 

Although the student may have a strong desire to complete his/her education and a high level of commitment to persist, it still does not guarantee motivation to achieve. Perhaps the goal is not the student's, or perhaps his commitment does not extend to those areas perceived by his teachers. In any case, the teacher must accept some responsibility for helping the student determine his objectives and then help him to reach them.

If retention of students is to be seriously addressed by college staff, motivation strategies are obviously a necessary and significant part of that effort. Faculty need to be constantly searching for ways to make students more receptive to learning activity. Certainly it is more productive to determine what stimulates a student than to argue that the student cannot be stimulated. In the next issue of the RAR FACTS we will further discuss strategies to stimulate motivation, focusing on how instructors can promote retention by showing their students they care about their progress.

--Carol Greeban
RAR Committee

REFERENCES

K. Patricia Cross, "Attrition Doesn't Just Happen," presented to the Annual Convention of the American Association of Community and Junior Colleges, Washington, D.C., February 25-28, 1974.

Timothy J. Pantages and Carol F. Creedon, "Studies of College Attrition: 1950-1975." Review of Educational Research, Winter 1978, Vol. 48, No.1, pp. 49-101.

Vincent Tinto, "Dropout from Higher Education: A Theoretical Synthesis of Recent Research." Review of Educational Research, Winter 1975, Vol. 45, No.1, pp. 89-125.

MEMORANDUM

CHEMEKETA COMMUNITY COLLEGE



To: John Keyser

Fr: Jerry Berger

Date: June 4, 1981

Re: Chemeketa Community College Consortium Effort

The following is a brief outline of some of the things that have been accomplished at Chemeketa during the 1980-81 year as a result of our participation in the community college consortium.

Presently, two task forces have been formed to review advising and retention at Chemeketa. Both of the committees have representatives from each of the four divisions of the college with an attempt to involve not only management and professional staff but classified staff as well. The first task force is the academic advising committee which has been in operation for the past five years and is still in operation. This committee assists the director of counseling in providing the direction for the advising system. A special task force was formed for the 1980-81 community college consortium. Members of this task force attended the fall, 1981, conference at Mt. Hood. This task force started discussions on advising and retention, but for a variety of reasons it has ceased to exist.

In reality, the on-going academic advising committee has remained a cornerstone for our advising system and is functioning well. Therefore, the other task force deserved to die gracefully. The involvement, however, of some new people in the fall workshop did spread the word regarding promising advising and retention programs which has resulted in better advising on campus. At the spring conference Chemeketa had 23 staff attend from three divisions which has resulted in more impetus being given toward meeting student needs and not necessarily meeting institutional needs. The Chemeketa group meeting at Bend has led to discussions regarding advising and retention and a new commitment toward more effective advising so that student needs are met. Specifics that have happened are:

1. The paper flow regarding advising has been streamlined.
2. Questions regarding minimum load of advisees and advisors are being asked and will be answered in the near future.
3. A renewed agreement has resulted in advising being part of the professional staff responsibility.
4. Plans have been made to invite the keynote speaker at the Bend conference to Chemeketa's fall inservice to discuss gross injustices in the classroom.

Chemeketa Community College
Consortium Effort
June 4, 1981
Page Two

5. Also, it has been agreed at President's Cabinet level that three specific retention studies will be conducted during 1981-82 on identified vocational programs. The exact programs have not been identified as of yet but these studies will be designed and implemented by the end of 1982.

Eleven Chicano students and five staff members are planning to meet all day on June 11, 1981, to discuss problems encountered by this group of students. From this meeting, it is hoped that the institution will plan and implement activities which will increase retention and academic success for this student population. Money from the consortium will pay for lunches and materials for this all day meeting.

We have completed a study of all placement testing at the college and student success rate depending on if they follow the placement exam results. The college has continued to require testing of all students taking more than six hours. A study was done regarding the validity of the placement test as to student success in placement tests. One of the major things accomplished this year is the fact that retention starts prior to enrollment and program and course selection have equal weight which has had a positive impact on student success. I have enclosed a copy of Chemeketa's placement test examination study.

In summary, Chemeketa has implemented a variety of activities through the consortium effort and has involved staff of all divisions in the process. Specific activities have been implemented and improvements are being made. Without the incentive, sharing of ideas, and money provided by the 13 community college consortium, I doubt if Chemeketa would have been progressing as well as we are. Your leadership in coordinating this effort is appreciated.

If more information is needed, please let me know.

GIB:crn
Attachment (1)

Treasure Valley Community College Retention Committee Report 1981

As a direct result of the Fall Conference, the TVCC Retention Committee was formed with the first meeting being held in November, 1980. The Retention Committee consisted of 2 student, 4 administration, 5 faculty and 3 persons from the classified staff. The Committee has met minimally once a month.

The purpose of TVCC's Retention Committee was to accomplish the following:

1. To make our campus personnel aware of current retention and attrition problems and subsequently, work cooperatively to find solutions for these problems.
2. To increase the number of students who return to finish their educational goals.
3. To encourage students to enroll at TVCC, since there is a decrease in the number of community college-bound students projected by 1985.

Both short-range and long-range plans were formalized. The committee felt short range-plans would include identifying problems and solving those that were able to be solved quickly and with minimal cost.

Short-Range Goals include the following programs.

1. The Committee and faculty met and discussed attitudes towards students. Encouraged caring attitude both in classroom and on campus.
2. Discussed possible informal evaluation of faculty and campus as a whole. Develop some system where students could express their feelings or ideas regarding departments, faculty, etc., and students would receive an answer or follow-up.
3. Included secretaries in faculty meetings so they will be aware of what is going on without hearing it second hand. Involved them in all of the retention discussions.
4. On a regular basis the faculty meetings now include a presentation from one of the departments on campus to bring awareness and understanding to the other faculty members.
5. Encouraged faculty to get involved in campus activities.
6. Roadside directories of campus were needed in 3 major entrances to the campus. (Directories will be up by September).
7. Developed orientation for new student Winter and Spring. At present Fall quarter is only presentation. (Plan developed for 1982 Winter and Spring Quarters).
8. Developed survey to find out why students are leaving.

(Questionnaire developed and delivered to students at key hours during class time. Faculty assisted by allowing us to have the students complete questionnaire, using approximately 15 minutes of class time).

Certain areas were chosen to evaluate further. Ad Hoc Committees were formed and further reviewed food service, housing, and the bookstore. Other areas will be reviewed later.

9. Incorporated a telephoning program to new students, inquiring about TVCC. Faculty, as well as admission personnel, are involved in making these calls.
10. Identified students who are not progressing satisfactorily and personally contacted them to offer assistance.

These programs are essential in retaining students. Placement and advising programs are currently functioning. However, the need for continual evaluation and change is indicated. One of the Long Range goals of the Retention Committee would be to thoroughly evaluate these programs and implement changes where necessary.

It has been determined by the Retention Committee that one area that is very inadequate is a Career Guidance - Career Awareness program. The goal of the Retention Committee is to assist the Counseling Office with developing and implementing such a program. Currently, the counseling office and Retention Committee have reviewed a number of different career awareness/orientation materials. A number of materials have been purchased. Members of the Retention Committee, Counseling Office, Administration, and our Regional Coordinator for vocational education have recently submitted a RFP to State Department of Education seeking funds to implement a Career Planning, decision making, orientation program. We will implement by Fall (September), with or without State Vocational funds, a Career Awareness orientation program.

Another Long-Range Program is the Retention Committee's continuing involvement with Faculty in-service.

The monies that were allocated to TVCC from the consortium were used primarily for travel to allow our task force to attend the Fall and Spring Conferences. The balance of the fund will be used in providing various awareness materials, and possibly, a keynote speaker for our faculty in-service in the fall.

Summary:

We feel that one of the major successes resulting from consortium activities was the formulation of our Retention Committee. Persons that were asked to serve on the Committee did so with much enthusiasm and willingness. As noted earlier, the Committee is representative of the various departments on campus.

Other successes we feel that the Committee has been responsible for were briefly outlined in the Short-Range goals to be accomplished. Working cooperatively with most faculty, administration and staff towards meeting our goals is another success.

The re-evaluation of existing programs and procedures initiated by the Retention Committee was a direct result of consortium activities. The task was and continues to be to identify where we as an institution currently are, and more important, where we feel we must go.

One of the failures we must list is that of not getting complete and total cooperation from our entire campus family. There are some staff members here, as well as in other places, who believe retention, advising, in-service, etc., are the responsibility of Student Services Office only.

The lack of adequate funding on our campus prevents us from carrying out our responsibilities and duties as effectively as we feel we could. (i.e., not being able to travel to view model career programs, visit with colleagues at other institutions, purchase necessary materials and equipment, and hire necessary staff).

Consequently, we feel the consortium effort as directed by the Community College Deans has proven to be extremely well worth the effort, time and money expended. Without this kind of effort and support, it would be very difficult for an institution such as TVCC to be represented in such a force as we were; particularly the Bend Spring Conference. We believe it is of utmost importance for different members of our faculty, administration, and staff to have the experience of attending and participating in these consortiums activities. We are firmly committed and wholeheartedly endorse and support the Consortium effort. It is our desire that the State Department of Education also recognize the value and worth of these projects. We sincerely hope every effort will be made by both the Dean of Students and State Department personnel to continue these kinds of activities on a statewide basis.

ERIC Clearinghouse for Junior Colleges

96 Powell Library Building

University of California

Los Angeles, California 90024

MAY 14 1982